

FOMO

FOMO - Fear of Missing Out (2019)

The purpose of this material is to support the professional preparation for helping conversations in the frame of “Filmteràpiàs Filmklub” (Film-therapy - Filmclub). Its main goal is to help professionals start sensitisation, psycho-educational and self-reflective conversations with adolescents and young adults alongside the topics occurring in this film. The centre of these interactive sessions is the film FOMO: Fear of Missing Out (2019) that creates an opportunity for young people to think about the importance of friendships and other peer relationships based on their own experiences. Participants can reflect on how they are influenced by the norms and expectations of their peers, and they can explore the topic of peer bullying together. During the discussion attention is directed towards the role of social media as a catalyst in these processes. Talking about the film offers an opportunity for young people to think, in relation to their own experiences, about the challenges of social life in adolescence and emerging adulthood, and about finding balance between fitting in and staying true to themselves. During the reflection the challenges of the digital age can appear, as they mostly form young people’s social experiences. The aim is thus to create an opportunity for young people to express their feelings about this topic as a result of the film experience. Further goals are, on one hand to make them aware of the psychological and emotional resources or difficulties embedded in interpersonal relationships, and on the other hand to make them develop their self-reflection and emotional competence. The processing dialogue creates an opportunity not only for improving self-awareness and social skills, but also for fostering sensitisation within peers.

This material offers thematic aspects and questions for conversations. Nevertheless, it is important to keep in mind that the boundaries between these topics might be blurred, therefore it is not necessary to stick to the given structure, but to adapt it to the needs and dynamics of the group, in order to keep the discussion authentic and individual for the students. Processing the topics is scaffolded by a wide range of materials and activities that help participants’ active involvement and collective thinking. During the discussion, it is useful to prevent the shared experiences from becoming too intimate, since in a group setting it may cause anxiety. The role of the facilitator is to support participants in verbalising their experiences, but prevent the dialogue from becoming too personal. It might be useful, for instance, to help self-reflection with general examples, and questions that create a safe environment for expressing emotions, but at the same time avoid the risk of excessive self-disclosure. However, it is important to provide the possibility for sharing personal thoughts and experiences if needed. It is useful to emphasise empathy, acceptance of different perspectives, and the fact that there are more than one answer to a question.

1. Tuning In - First Impressions and Emotional Resonance

Sharing the first impressions and emotional experiences in connection with the film can help participants initiate self-reflection and begin thinking about their own inner processes within a safe framework. This phase of the discussion promotes the development of emotional awareness, which is one of the key elements of self-awareness in adolescence and young adulthood. When young people reflect on how the film affected them, they also practice identifying and verbalising their own emotional responses, which helps them to handle and communicate their feelings with greater awareness. The questions supporting tuning-in do

not require deep or personal self-disclosure, but they create an opportunity for young people to express their experiences and impressions. In order to minimise potential anxiety, it is beneficial to emphasise at the beginning that each and every personal experience is valid and valued. Sharing feelings and associations create a shared experience, since the members of the group recognise that others have similar emotions and thoughts, which strengthens the connection and the feeling of security. All of these ensure that the processing discussion begins in an open, honest and safe atmosphere, laying the foundation for further collaborative work on heavier topics.

Conversation Starter Questions

- What feelings did the film leave you with?
- Which scenes had the greatest impact on you?
- If you had to describe the atmosphere or message of the film with one word, what would it be?

2. Processing the Film Experience

Processing the film creates an opportunity for participants to engage with topics indirectly through the characters, enabling reflection on matters that may concern their own lives. This phase of the discussion offers an indirect approach, where participants can explore the dilemmas of loneliness, sense of belonging, acceptance and self-acceptance through the perspectives of the characters, while avoiding excessive self-disclosure. This indirect approach is essential at this age since young people's, especially adolescents' emotional world is intense, and it is often difficult for them to express and verbalise their emotions, problems and anxieties. It is much easier to reflect on a fictional character's decisions, dilemmas and life situations because that way they do not have to talk openly about their own vulnerabilities. The film thus provides a projective space through which participants can explore their own experiences, insecurities and inner conflicts, which helps with self-reflection and processing experiences. Analysing the characters, and the supporting, plot-related questions help young people to identify the dilemmas of exclusion, loneliness, sense of belonging, desire for connection and self-acceptance without having to express their own emotions directly. This creates an opportunity for self-reflection while at the same time keeping distance from self-disclosure. Personal associations linked to the film provide an opportunity for participants to explore their own life situations and experiences, and they gently cross over from the storyline of the film to the bridge leading into their own reality. The discussion in the group works as a model: it helps participants practice forming opinions, listening to others' perspectives and expressing thoughts in a safe way.

Conversation Starter Questions

- How authentic do you think the film portrays the world of today's young people? Have you recognised any situations or phenomena that also happen around you?
- The members of the "Pack" are distinctive characters. How do you see them and what characterises their personalities and group dynamics? Do you think they would be popular in your school as well? How would you react if your classmates did similar things? Would you join them, fight them or stay out of it?

- The boys in the film did more and more daring and often dangerous things. Where would you have stopped? What do you think their motivations were - for example, attention, acknowledgement, curiosity, boredom or rivalry? What factors do you think could stop them before going too far? Where was the point you felt it was already too much?
- How were you affected by the boys wanting to document and share everything online? In your opinion, how can content creators get from harmless tricks to serious and harmful actions? How do you think their decisions are affected by the thought of something being good content? Have you ever done anything just for the sake of posting it on social media?
- In the film we can see Gergő being unsure about his friends' decisions and actions, but he always ends up going along with the group. Why do you think it is? What do you think the underlying emotions, fears or desires are - for instance, fear of exclusion, need for validation from friends or his own search for a place and identity?
- Throughout the film we can see Gergő standing up for himself in certain situations such as saying no to a challenge because of his fear of heights. However, he did not say no in the most critical situation when exploiting Lilla's unconscious state, recording and sharing his actions? Why do you think he could set boundaries in a harmless situation while he could not in another one where someone else's integrity was at stake? What role do you think it played that Lilla was perceived as an object rather than a person with emotions? How do you find the fact that in the film Gergő is portrayed both as an insecure and impressionable young person, and as a responsible character whose decisions contribute to serious consequences?
- Several characters reacted in different ways to what happened to Lilla. Which reaction could you identify with and why? Why do you think it often happens that the social group starts to examine the behaviour of the victim, rather than the responsibility of the perpetrators? What message does society send when it holds the victim accountable rather than the perpetrators? What would be the responsible and right reaction in a situation like this - both as a peer or an adult?
- How offensive and harmful is it to film someone, for example girls, without their knowledge or consent, whether for entertainment or content creation purposes? How might the person feel if a video of them is made public without their consent? Who is responsible when something like that appears on the internet, is it the person who made it, the one who posted it or also the ones who shared it?
- How do you see the role of the instigators who did not do the harmful action, but encouraged others to do it? How about those who shared the video - are they part of the abuse or just intensified the effects by exposing it to a wider audience? Is responsibility limited only to the perpetrators, or does it also extend to those who allow, support, or spread the harm?

- The film provides an insight into Gergő's family background and we can see that his relationship with his parents is tense. To what extent do you think the parents can be held responsible for the boys' behaviour? Is Gergő's problematic family background an excuse for his behaviour, or do you think everyone needs to take responsibility for the consequences of their decisions?
- Why do you think the boys wanted to find Lilla? What was their motivation; was it guilt, anger, did they want to pressure her or help her? Can it be expected from Lilla to forgive them and move on after what happened? Is it even possible to move on after such a traumatic event and who has the right to expect this from her?
- The story is portrayed mostly from the perpetrators' point of view and we see only a segment of the victim's perspective. What emotions and thoughts did this perspective evoke in you? In your opinion, what would have changed if the film shows the events from the perspective of the victim? To what extent does it affect your interpretation that you saw the inner worlds of the perpetrators?
- The ending of the film remains open, we are not given a clear resolution. How would you continue the story? What do you think could happen to the characters after the film? What consequences do they have to face; what do you think would be the fairest and most educational outcome?

3. The Characteristics of Friendships in Adolescence and Emerging Adulthood

In adolescence, peer relationships have a significant psychosocial importance, as they serve as the primary setting for social and emotional development (Cole & Cole, 2006). Young people spend more and more time with their peers, and relationships based on equality and voluntary choice, such as friendships, become the key settings of their everyday lives. These friendships differ from childhood relationships in quality because they are more characterised by reciprocity, intimacy and trust (Youniss & Haynie, 1992). Friendships represent an important social support: the trust and acceptance of peers facilitate adolescents in coping with new life situations and challenges, and can contribute to maintaining mental wellbeing (Luijten, van de Bongardt & Nieboer, 2023). Among the developmental tasks of adolescence are the formation of an autonomous self and the consolidation of a coherent value system, to which the feedback of peers provide the most important point of reference (Bora & Vaida, 2023). The orientation to the peer groups in this process also supports the emotional detachment from the parents (Cole & Cole, 2006). During adolescence, teenagers gravitate towards peer groups of similar age and initially of the same gender, and they typically strive to adapt to the group norms (Shah, Szewedo, & Allen, 2024). Young people tend to resemble their friends closely, from whom they adopt model behaviours and values. Over time, these friendships become more intimate. By the end of adolescence cross-gender relationships become more common, and the hierarchical structures in the group are replaced by bonds based on mutual trust (Shah, Szewedo, & Allen, 2024).

Friendships are not static relationships but change dynamically according to the developmental tasks of the particular stage of life (Hartup, & Stevens, 1999). Emerging adulthood is full of changes and uncertainties, as young people typically face multiple developmental challenges simultaneously, testing the resilience of their social networks as

well (Kirwan, O'Súilleabháin, Burns, Ogoro, Allen & Creaven, 2023). In this phase of life, personal relationships transform intensely. There is an ongoing emotional and financial detachment from the parents, while romantic relationships become more significant, and close friendships also play a central role (Wood, Crapnell, Lau, Bennett, Lotstein, Ferris, & Kuo, 2017). Age-related transitions, such as university, moving and first job, typically reshape friendship networks (Pătrașcu, & Vaida, 2025). Many young people need to build a new friendship network, since old bonds can hardly be maintained because of the distance (Khullar, Kirmayer, & Dirks, 2021). At this stage, most people expand their social networks within new communities (college, university, workplace), establishing new social groups that correspond to adult priorities. Although the number of friends often decreases, the quality of deeper, more intimate and close friendships gains greater significance and has a stronger impact on mental wellbeing (Pătrașcu, & Vaida, 2025).

Examining peer relationships and friendships is therefore of great importance, as these relationships fundamentally shape young people's identity, self-esteem, social competencies and mental wellbeing. Processing such topics creates an opportunity to make young people more aware of how their social groups influence them, what values, habits and patterns they adapt from them, and how all these influence their everyday decisions and self-perception. The differentiation between relational qualities help young people see the worth of their relationship networks with greater awareness. Exploring the topic of the needs, expectations, boundaries and challenges occurring in friendships promotes relational awareness, strengthens social skills and supports the development of realistic expectations in interpersonal relationships. Young people can learn to identify the factors that make a relationship sustainable and the strategies for coping with changes occurring in different life situations. The discussions highlight that friendships change dynamically as individuals grow older; the expectations, the quantity of time spent together and the quality of relationships transform. It is useful for young people to make it clear that maintaining relationships often requires effort, flexibility and communication. Including the topic of social media is based on the everyday experiences of young people. Digital spaces present both possibilities and risks: it makes keeping in touch easier, however, it can also intensify shallowness and misunderstanding. Mindful evaluation of digital relationships helps young people develop strategies for maintaining meaningful and authentic friendships in both online and offline environments. All in all, the main aim of the processing conversation is to help young people understand their own relationship needs better, create their relationship networks with greater awareness, and strengthen those skills that promote healthy, balanced and supportive friendships.

Conversation Starter Questions

- **What social groups are you a member of?** Which one of these is the most important for you right now and why? How do you think these groups influence you? How do they make you feel when you are among the members, and to what extent do they influence the way you think about yourself and the world? Have you ever had an experience where being a member of a group helped you through a difficult situation or where the expectations of a group put pressure on you?
- **In your opinion, is it easy or difficult to make friends among your peers?** What makes it easier or more difficult? What traits help people to make connections

easier? What are the requirements of forming truly deep and meaningful friendships, rather than just superficial acquaintances, and maintaining them over time?

- **What makes someone a good friend?** Do you think there is a difference between being mates and friends with someone? How would you describe the difference according to your own experience? What makes a friendship truly trustworthy? List some characteristics that you find important in a friend? What expectations do you have of a friend?
- **Have you ever had a change in your life that tested your friendships?** How did this change affect your relationships? Did it bring you closer to each other or did it create distance between you? How did you deal with the difficulties? Did you try to communicate more, to make compromises or did you just let the relationship transform? What insights have you gained about what sustains a friendship over time and what can easily undermine it?
- **How do friendships transform over time?** How do you think friendships of childhood, adolescence and adulthood are different from each other? Think about the time spent together, the activities organised, how important individual characteristics, expectations or mutual support are. What do you think changes relationships? Is it the life situation, maturity, responsibility or something else?
- **How do you keep in touch with your friends?** What possibilities support maintaining existing relationships and what helps adults make new friends? Did you notice that you make friends differently now than in the past?
- **How does social media transform peer relationships?** In what ways does social media make it easier or more difficult to make friends? Have you ever noticed that a relationship works completely differently online and offline? What impact do you think social media has on the endurance and depth of friendships?

4. Peer Pressure and FOMO

Peer pressure is a psychosocial phenomenon, in which an individual conforms to the norms, values or behaviours of a peer group - communicated either through explicit expectations or social cues - in order to gain acceptance and approval from the group or to avoid exclusion (Lou, 2023). It is important to highlight the dual nature of peer pressure. It is usually talked about because of its negative effects, however, it can also be a positive influence (Chen, & Deng, 2022). Peer pressure can be interpreted in a broad sense among young people: it means not only direct coercion, but also general social conformity and the desire for belonging to a group (Álvarez-Turrado, Falls, & Romera, 2025). Young people often feel the urge to conform to the group norms, they copy their friends' behaviour in order to fit in and get social validation. Adolescents' identity and self-esteem are highly formulated through feedback from their peers, which makes social acceptance, validation and acknowledgment particularly significant (Allen, Costello, Stern, & Bailey, 2025). Peer pressure can manifest in explicit forms, such as, direct commands or verbal prompts, as well as through more subtle signals like judgemental looks or gossip, and today it is also reinforced on online platforms (Lou, 2023).

The constant online presence in social media creates new dimensions: young people compare themselves to idealised photos and posts and the competition for likes also represents social pressure (Yelishala, 2022). Social media and the internet transformed peer interactions radically. Most young people are online all the time, the lives of their friends are public, which continuously operates as a signalling system for comparison. Likes and comments provide acknowledgment expressed in numbers, which intensify the need for approval. This is strongly connected to the phenomenon of FOMO (fear of missing out), which is the fear of missing social experiences, events or opportunities, and is a common phenomenon in adolescence and young adulthood (de Bruijn, 2021). Essentially, FOMO can be interpreted as an internalised form of peer pressure. Young people feel themselves under pressure to be present, to take part and to conform to the social norms. They experience anxiety even without explicit pressure from others; simply feeling left out can be perceived as a loss of status.

The phenomena of peer pressure and FOMO are thus key dimensions in adolescence and young adulthood. Processing this topic creates an opportunity for young people to reflect on their own behaviours, inner needs and the impact of external expectations with greater awareness. Self-reflection helps participants recognise the extent to which they make truly independent decisions and when they are more likely to conform to peer pressure and the norms occurring online. This supports the development of self-awareness and self-reflection, and contributes to the formation of assertiveness and the ability to set self-conscious boundaries. The discussion about FOMO helps young people understand the impacts of comparisons and the interpersonal norms transmitted by social media. This supports online awareness - how they can handle the constant comparisons healthily, and how they can find the balance between seeking social experiences and maintaining authenticity. All in all, these types of discussions improve young people's relational awareness, self-confidence and autonomy. They can experience that a relationship is not only about adaptation, but also the representation of their own needs, and being faithful to their own values is an important requirement of long term wellbeing and a healthy identity.

Conversation Starter Questions

- **Why do you think the desire for approval and the need to fit in a group is stronger in adolescence than in other ages?** Why are being accepted by your peers, wearing similar clothes, talking and behaving similarly so important?
- **Can you recall any situations where you only did something in order to fit in, although it did not align with your own values?** How did it make you feel? Were you happy because you were a member of the group or were you anxious because you did not agree with it completely? What impact does it have on your self-image and self-confidence, when you conform your behaviour to the norms and expectations of your friendship circle, even if you do not agree with them completely?
- **Have you ever had an experience where you could not say no to something because you were afraid of being an outsider or losing your friends' approval?** Why do you think it is difficult to say no or think or behave differently than everyone

else? What internal feelings and desires and external factors and expectations influence this?

- **Was there a situation where you could manage to stand up for yourself even if you had to go against the whole group?** Why do you think it is important to set boundaries and articulate the borders of your comfort zone in your peer relationships? What can you do if your friends do not accept your boundaries, how can a situation like this be dealt with and what does it say about the real quality of the relationship?
- **What factors can help young people resist peer pressure?** What skills (eg.: self-confidence, assertive communication, determination) or what other supportive factors (eg.: a trusted friend, an accepting community, family support) can give you strength in a situation like that? Why is it good when someone can make independent decisions rather than always conform to others' expectations? How does this affect self-esteem, responsibility, and the development of identity?
- **What are the advantages and disadvantages of conforming to others?** How is it possible to find the balance between authenticity and conformity? Where do you draw the line between compromise and self-sacrifice?
- **To what extent is FOMO characteristic of you?** Have you ever felt pressure to go somewhere, to participate in an event, to join a common activity only because you were afraid of missing something out that the others experience? Has it ever led you to take on something you did not really feel like doing or did not fully agree with?
- **What role does social media play in FOMO?** How do you feel when you see on social media that others are doing stuff, participating in events while you are not there? Do you feel curiosity and motivation to join them next time, or do you feel sadness, jealousy, exclusion? Does it ever happen that you compare yourself to your peers, for example who is more popular or lives a more exciting life? How does this affect your way of thinking about yourself and your self-esteem?
- **What feelings fuel FOMO and what can help prevent it?** What can help with creating a balance between taking part in social experiences and at the same time staying authentic and paying attention to individual needs? How can one find a healthy balance between being present online and not constantly feeling like they are missing out?

5. Peer Bullying and Moral Disengagement

Peer bullying is a repetitive, aggressive behaviour that is fundamentally based on an imbalance of power, where the perpetrator gains a position of dominance (status, dominance, control) over the victim through physical, social or informational resources, causing the victim to suffer physical, psychological or social damage (Tight, 2023). This can include physical or verbal abuse, sexual harassment, social bullying (eg.: undermining the victim's social status, exclusion) and online harassment as well (Li, Wang, Martin-Moratinos, Bella-Fernández, & Blasco-Fontecilla, 2024). Bullying, which is often learned through

observation, may be reinforced by aggressive patterns witnessed in the family or broader community, leading young people to perceive aggression as a tool for managing conflicts and gaining social status (Powell, & Ladd, 2010). Bullying is often organised on the level of groups, not on the level of individuals. In group settings, especially in online anonymous situations, individuals often leave their moral compass behind much easier, and accept the norms of the group (Álvarez-Turrado, Falla, & Romera, 2025). The role of the audience is key: the quiet support and passivity of the group legitimate the behaviour of the bully (Maunder, & Crafter, 2018). If the norms of the peer group support violence, a lot of the members do not dare to stand up for the victim because of the strong desire for conformity. They even join in the bullying just to avoid becoming a victim later. These group situations often activate the mechanism of moral disengagement, which is a collection of strategies that help people legitimize their deviant behaviour in order to avoid guilt and shame. (Álvarez-Turrado, Falla, & Romera, 2025). Some of these, for example, are minimising responsibility, distorting the consequences, dehumanising or cognitive restructuring. All kinds of peer bullying is highly represented in adolescence and young adulthood (Tight, 2023). Peer bullying in adolescence and young adulthood is especially harmful because they are in a stage of life where their identity and social competencies are in formation. The impact of bullying means far more than the experience itself, as it has a long term effect on mental health, social relationship patterns and the ability for adaptation in adulthood (Moore, Norman, Suetani, Thomas, Sly, & Scott, 2017). Prevention, early recognition and effective intervention are therefore crucial not only for the victims, but also for the perpetrators, and for the broader peer community.

Processing the topic of bullying creates an opportunity for the participants to reflect on toxic relational dynamics, power imbalance and the role of social norms with greater awareness. Guiding them through the different types and consequences of bullying helps young people recognise the complexity of the phenomenon and highlights the importance of taking these incidents seriously no matter how serious or not serious they look. The aim is neither the demonisation of the perpetrator, nor making excuses for them. Instead of this the emphasis is on exploring the underlying psychological, social and family issues that contribute to the bullying behaviour. Talking about the family dynamics, social norms and attitudes and cultural patterns underlying bullying help young people think not only in terms of victim and perpetrator, but understand it as a more complex social phenomenon. This improves critical thinking and the skills that help them prevent or reduce bullying in their own communities. It is crucial for young people to understand that bullying is not just individual aggression but is often organised on group level and the passivity of the witnesses is an important factor in it. Drawing attention to social atmosphere and interpersonal norms help young people recognise their own responsibility in stopping bullying, and they can experience the strong effect of standing up for the victim, even if it is only one person. The discussion creates an opportunity for young people to understand the psychological experiences of the victims and the long term consequences, and it makes them see how important the role of the witnesses is in maintaining or stopping bullying. All of this improves empathy towards others and the ability of taking responsibilities. Last but not least, the inclusion of the topic of cyberbullying is particularly relevant, as young people's presence in the online space is highly intensive. The common thinking about this topic increases digital awareness, highlights the characteristics of cyberbullying, and may also contribute to the development of strategies that enables young people to protect themselves and their peers against cyberbullying.

Conversation Starter Questions

- **What forms of abuse do we know?** Do you think people take all of these different forms equally seriously? Have you ever had an experience where certain forms of abuse were presented as jokes, even though they deeply hurt the other person? Why do you think it is important to take all kinds of abuse equally seriously? What consequences does it have if peers or adults fail to take these matters seriously?
- It is common practice in peer groups for the members to engage in joking and playful teasing. **Where would you draw the line between playful teasing and real bullying?** Have you ever been in a situation where playful teasing made someone feel bad? How can you tell that a situation has crossed the line? What responsibility do you think the group has in preventing a situation from turning into bullying?
- **Why do you think humiliation, exclusion and bullying are more common among adolescents than adults?** How does peer pressure affect bullying, for example when someone only joins the abuse because they do not want to be outsiders?
- **Have you ever seen that someone was regularly bullied in the peer group or online?** How did it make you feel? Have you ever felt that you rather turn your head and stay quiet because you were afraid that if you stood up for the victim, you would become a target as well? Why is it so hard to stand up for someone who is bullied? What does it mean to the victim when someone stands up for them, and why is it crucial in a situation like that?
- **What do you think is the role of bystanders in either perpetuating or stopping bullying?** What social atmosphere gives way to bullying? What norms and values (competitive, hierarchical systems, lack of empathy) make it easier for bullying to appear and persist? How can a community put an end to bullying?
- **What cultural and social factors do you think strengthen or weaken the occurrence of bullying?** (eg.: messages from the media, social inequalities, gender role expectations) How do you see the society's attitude towards victims and perpetrators? Are they making excuses for the perpetrators or are they taking the victims' situation seriously?
- How can one become a bully? How can it happen that someone is a bully and a victim at the same time? What factors (eg.: insecurity, low self-esteem, lack of empathy, unresolved tensions, impact of family or social environment) play a role in someone becoming a bully? How can this influence their own life paths, self-image, future relationships, and social evaluation? Is it possible that being a bully gives power and acknowledgment short term, but in the long run it leads to isolation, stigmatisation or inner emptiness?
- **How does someone who becomes a victim of bullying feel?** How does it affect their everyday lives? How does it change the way they look at themselves, others and the world? What long term impacts do you think bullying may have on the lives of

the victims even in adulthood (eg.: anxiety, self-esteem issues, relationship difficulties)?

- **Why do you think it happens that the victims of bullying stay quiet rather than talking about the things that happened to them?** Why do you think it is hard to ask for help in a situation like that? What can help victims feel more confident in turning to someone for support? Why is it important that the environment takes news about bullying seriously and responds in a sensible way?
- **What specific characteristics does cyberbullying have on the lives of the victims compared to real life bullying?** How is it different when someone is bullied online? (eg.: the bullying can be present day and night, it is happening in front of a bigger audience, it often leaves traces like messages, photos, comments) Why do people bully more easily online than in real life? (eg.: anonymity, no direct consequences, there is no direct reaction from the victim, at least they cannot see it) How do you think this changes the dynamics of bullying and why is it particularly difficult for victims to protect themselves from cyberbullying?

6. Closing Round

The closing round helps with integration and closes the emotionally demanding process. It plays a key role in both the safety of the students and the follow-up. The discussed themes can be emotionally moving for the participants, especially if they are personally affected. That is why it is crucial to take enough time for reflection and create an opportunity for them to share their thoughts and experience about the session. They should be given time to articulate the lessons they learned, to connect to their feelings in order to close the session successfully. This closure supports psychological integration and emotional security. The moderator must inform the participants about further possibilities to get help if it is needed (school psychologist, trusted adult, etc).

Conversation Starter Questions

- What was the most memorable thing you heard today?
- What feelings are you leaving with today?
- What is it that you take with you from today's session?