

Table S1. Session 1 Content: Summary, Resources, and Activities

Session 1: Rooms of the Vital House

Impact phrase: “To inhabit myself is to recognize every corner of who I am.”

Session summary

This opening session introduces the metaphor of the vital house as a personal life map. The goal is for future teachers to explore their different areas of functioning (the rooms) and become aware of how each space reflects aspects of their psychological well-being. It connects to the hexaflex model through mindful awareness and cognitive defusion, inviting participants to observe their inner spaces without judgment.

Resources and activities

A) Individual activities

- 1. Guided visualization** (1.1. Eyes closed, participants imagine walking through their vital house. They enter each room and notice what emotions, memories, or thoughts arise; 1.2. Emphasis on curiosity and acceptance)
- 2. Written/reflection exercise** (2.1. Personal map of the vital house: each participant sketches their house and writes what each room represents in their current life; 2.2. Identification of “inhabited” vs. “neglected” rooms)
- 3. Short audio meditation** (5 minutes): Breathing practice with the metaphor of “opening inner doors.”
- 4. Digital interactive exercise:** 4.1. Online questionnaire where participants rate satisfaction in each room (scale 1–10); 4.2. Generates a visual profile (radar chart) showing balance or imbalance across life areas.

B) Group activities

Digital Group Dynamic: Sharing Rooms Online

Activity description: Participants engage in a structured digital exchange about their vital house. Each person selects one room they feel is “strong” (well-nourished, balanced) and one they perceive as “weak” (neglected, in need of attention).

Implementation options:

- Forum/Discussion Board: Each participant posts a short reflection (150–200 words) describing their chosen rooms. They then comment on at least two peers’ posts, highlighting similarities or offering supportive insights.
- Synchronous Video Session (Zoom/Teams): Breakout rooms of 3–4 participants. Each person shares their reflections verbally, while others listen and ask clarifying questions. A shared digital whiteboard (e.g., Miro, Jamboard) can be used to visually map common themes.
- Collaborative Document/Padlet: Participants write their reflections in a shared online space. Rooms are represented as columns or sticky notes, allowing everyone to see collective patterns emerge.

Facilitator role: Guide the discussion by encouraging openness and non-judgmental listening. Summarize recurring themes at the end of the session and connect them back to the hexaflex processes (awareness, acceptance, values).

Table S2. Session 2 Content: Summary, Resources, and Activities

Session 2: The Bathroom

Impact phrase: “The bathroom is the only place where we close the door to the world... why not open it to self-care?”

Session summary

This session focuses on the bathroom as a metaphor for intimacy with oneself and the practice of self-care. Participants are invited to reflect on how they nurture their inner world, how they treat their body and mind, and how they create private spaces for restoration. Through the lens of the hexaflex model, the emphasis is on acceptance, self-compassion, and values-based action, encouraging future teachers to recognize the importance of caring for themselves before caring for others.

Resources and activities

A) Individual activities

1. Guided visualization (Participants imagine entering their bathroom, noticing its details, and transforming it into a sanctuary of self-care. They visualize cleansing away stress and reconnecting with their authentic self)

2. Written/reflection exercise. 2.1. Prompt: “What rituals of self-care do I already practice, and what new ones could I introduce?”; 2.2. Participants write a short reflection identifying barriers to self-care and strategies to overcome them.

3. Short audio meditation (5 minutes): Breathing exercise with the metaphor of “washing away” intrusive thoughts and cultivating kindness toward oneself.

4. Digital interactive exercise: 4.1. Online self-care checklist where participants rate their current practices (sleep, nutrition, relaxation, boundaries); 4.2. Generates a personalized “self-care scorecard” with suggestions for balance.

B) Group activities

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- Forum/Discussion Board: Each participant posts one self-care ritual they value and one they struggle to maintain. They respond to at least two peers with encouragement or practical tips.
 - Synchronous Video Session (Zoom/Teams): Breakout rooms of 3–4 participants. Each shares a metaphorical “object” from their bathroom that represents self-care (e.g., soap = cleansing, mirror = reflection). Group discusses how these metaphors connect to teaching practice.
 - Collaborative Padlet/Whiteboard: Participants add digital sticky notes with self-care practices. The facilitator organizes them into categories (physical, emotional, relational), creating a collective “self-care wall.”

Facilitator role: Encourage openness, normalize struggles with self-care, and connect the discussion back to the hexaflex processes of acceptance and values.

Table S3. Session 3 Content: Summary, Resources, and Activities

Session 3: The Kitchen

Impact phrase: “What nourishes your body sustains your life; what nourishes your mind sustains your being.”

Session summary

This session explores the kitchen as a metaphor for emotional nourishment, daily sustenance, and the “shoulds” that often govern our routines. Participants reflect on their relationship with food, domestic tasks, and the way they feed themselves emotionally and mentally. Through the hexaflex model, the focus is on mindful awareness and acceptance, encouraging participants to notice automatic patterns and cultivate intentional choices that align with their values.

Resources and activities

A) Individual activities

1. Guided visualization (Participants imagine entering their kitchen and observing what is stored there. They visualize shelves filled with both nourishing and draining elements, noticing what they choose to “consume” emotionally)

2. Written/reflection exercise. 2.1. Prompt: “What do I feed myself with—physically, emotionally, mentally—and how does it affect my well-being?”; 2.2. Participants write about the balance between healthy nourishment and unhealthy “shoulds” or obligations.

3. Short audio meditation (5 minutes): Mindfulness practice focused on eating or drinking with full awareness, connecting to the metaphor of “feeding the mind with presence.”

4. Digital interactive exercise: 4.1. Online questionnaire where participants rate their satisfaction with different areas of nourishment (food, rest, emotional support, intellectual growth); 4.2. Generates a radar chart showing strengths and gaps in their current nourishment practices.

B) Group activities

- Forum/Discussion Board: Each participant posts one nourishing practice they already use and one “should” that drains them. They respond to peers by offering alternative perspectives or supportive suggestions.
- Synchronous Video Session (Zoom/Teams): Breakout rooms of 3–4 participants. Each shares a metaphorical “ingredient” they would add to their kitchen to improve emotional nourishment (e.g., patience, joy, curiosity). Groups discuss how these ingredients connect to teaching practice.
- Collaborative Padlet/Whiteboard: Participants add digital sticky notes representing nourishing vs. draining elements in their kitchens. The facilitator organizes them into categories (physical, emotional, cognitive), creating a collective “recipe for well-being.”

Facilitator role: Highlight the importance of intentional nourishment, normalize struggles with “shoulds,” and connect the discussion back to hexaflex processes of acceptance and values-based living.

Table S4. Session 4 Content: Summary, Resources, and Activities

Session 4: The Office

Impact phrase: “Your workroom is not just where tasks are done—it is where purpose takes shape.”

Session summary

This session focuses on the office as a metaphor for professional life, studies, and responsibilities. It invites participants to reflect on how they engage with their work or academic commitments, exploring the balance between productivity, values, and psychological flexibility. Through the hexaflex model, the emphasis is on committed action and values clarification, encouraging future teachers to align their professional efforts with what truly matters to them, rather than being driven solely by external expectations or pressure.

Resources and activities

A) Individual activities

1. Guided visualization (Participants imagine entering their office space. They notice the desk, shelves, and tools, reflecting on whether the space feels organized, pressured, or inspiring. They visualize transforming it into a place of clarity and purpose)

2. Written/reflection exercise. 2.1. Prompt: “What values guide my professional and academic work, and how do I embody them in daily tasks?”; 2.2. Participants write about moments when they felt aligned with their values at work, and moments when they felt disconnected.

3. Short audio meditation (5 minutes): Focused breathing exercise with the metaphor of “clearing the desk,” letting go of distractions, and reconnecting with meaningful action.

4. Digital interactive exercise: 4.1. Online values-clarification tool: participants select their top three professional values (e.g., growth, service, creativity, balance); 4.2. Generates a personalized chart showing how current activities align—or fail to align—with those values.

B) Group activities

- Forum/Discussion Board: Each participant posts one value they want to strengthen in their professional life and one challenge they face in embodying it. They respond to peers by offering strategies or encouragement.
- Synchronous Video Session (Zoom/Teams): Breakout rooms of 3–4 participants. Each shares a metaphorical “object” from their office that represents their professional identity (e.g., a book = knowledge, a lamp = guidance). Groups discuss how these metaphors connect to teaching practice.
- Collaborative Padlet/Whiteboard: Participants add sticky notes with values and professional goals. The facilitator organizes them into clusters (e.g., service, growth, balance), creating a collective “values map” of the group.

Facilitator role: Encourage participants to connect their reflections to committed action, highlight the importance of values-driven work, and link the discussion back to hexaflex processes of values and action.

Table S5. Session 5 Content: Summary, Resources, and Activities

Session 5: The Living Room & The Lounge

Impact phrase: "Connection grows when we speak with honesty and listen with heart."

Session summary

This session focuses on two central spaces of the vital house: the living room, representing social relationships and broader support networks, and the lounge, representing daily interactions with those we live with (partners, children, parents). The aim is to explore how empathy and assertiveness shape the quality of these relationships. Through the hexaflex model, the emphasis is on values, acceptance, and committed action, encouraging participants to cultivate authentic communication that balances self-expression with compassion for others.

Resources and activities

A) Individual activities

1. Guided visualization (Participants imagine entering the living room and lounge, noticing who is present and how they interact. They visualize themselves practicing both empathy (listening openly) and assertiveness (expressing needs clearly)).

2. Written/reflection exercise. 2.1. Prompt: "When have I felt truly heard, and when have I expressed myself with clarity and respect?"; 2.2. Participants reflect on personal experiences of empathy and assertiveness, identifying strengths and areas for growth.

3. Short audio meditation (5 minutes): Compassion meditation focusing on sending kindness to oneself and to those with whom one shares daily life.

4. Digital interactive exercise: 4.1. Online role-play scenarios: participants choose responses to common relational challenges (e.g., disagreement with a partner, conflict with a parent, peer pressure from friends); 4.2. Immediate feedback highlights whether the response demonstrates empathy, assertiveness, or avoidance.

B) Group activities

- Forum/Discussion Board: Each participant posts one situation where they struggle to be assertive or empathetic. Others respond with supportive strategies or alternative communication approaches.
- Synchronous Video Session (Zoom/Teams): Breakout rooms of 3–4 participants. Each practices short role-plays: one person shares a need assertively, another responds empathetically. Roles rotate to ensure everyone experiences both perspectives.
- Collaborative Padlet/Whiteboard: Participants add sticky notes with "assertive phrases" (e.g., "I need...", "I feel...") and "empathetic phrases" (e.g., "I hear you...", "It sounds like..."). The facilitator organizes them into two columns, creating a collective toolkit for authentic communication.

Facilitator role: Guide participants to notice the balance between expressing needs and listening actively, connect these practices to the hexaflex processes of values and committed action, and highlight how empathy and assertiveness strengthen both personal and professional relationships.

Table S6. Session 6 Content: Summary, Resources, and Activities

Session 6: The Basement

Impact phrase: "In the basement lies the story of how we became who we are."

Session summary

This session focuses on the basement as a metaphor for our learning history—the experiences, memories, and patterns that have shaped us. Participants are invited to explore how past events influence their present choices and behaviors, recognizing both empowering lessons and limiting narratives. Through the hexaflex model, the emphasis is on acceptance and defusion, encouraging participants to observe their history without judgment, and to distinguish between what belongs to the past and what can guide values-based action in the present.

Resources and activities

A) Individual activities

1. Guided visualization (Participants imagine descending into their basement, noticing objects that represent past experiences. They visualize choosing which items to keep as lessons and which to leave behind).

2. Written/reflection exercise. 2.1. Prompt: "What stories from my past still echo in my present, and how do they shape my actions today?"; 2.2. Participants write about one empowering memory and one limiting narrative, reflecting on how each influences their current life.

3. Short audio meditation (5 minutes): Meditation on "observing the past as a visitor," cultivating acceptance and letting go of judgment.

4. Digital interactive exercise: 4.1. Online timeline tool: participants map key life events that shaped their learning history; 4.2. They categorize events as "lessons to carry forward" or "stories to release," generating a visual timeline of their personal basement.

B) Group activities

- Forum/Discussion Board: Each participant shares one past experience that taught them resilience and one that still challenges them. Peers respond with supportive reflections, highlighting common themes.
- Synchronous Video Session (Zoom/Teams): Breakout rooms of 3–4 participants. Each shares a metaphorical "object" from their basement (e.g., an old book = knowledge, a broken chair = burden). Groups discuss how these metaphors connect to their teaching identity.
- Collaborative Padlet/Whiteboard: Participants post sticky notes representing "lessons to keep" and "stories to release." The facilitator organizes them into two columns, creating a collective map of shared histories.

Facilitator role: Encourage participants to approach their past with compassion, normalize the coexistence of empowering and limiting narratives, and connect the discussion back to hexaflex processes of acceptance and defusion.

Table S7. Session 7 Content: Summary, Resources, and Activities

Session 7: The Attic

Impact phrase: “The attic stores the voices of expectation—yet you decide who rides your bus.”

Session summary

This session explores the attic as a symbolic space for expectations, emotional relics, and inherited roles—the “problem-solver,” “saver,” “caretaker,” and other identities shaped by family history and social demands. Participants reflect on how these expectations influence their self-image and choices. Using the metaphor of the bus, these expectations are seen as “passengers” who give instructions, criticize, or push roles that were not consciously chosen. Through the hexaflex model, the focus is on defusion and values, helping participants recognize these passengers, decide which voices to listen to, and which to invite to step off the bus, reclaiming agency over their journey.

Resources and activities

A) Individual activities

1. Guided visualization (Participants imagine entering the attic, noticing boxes and objects representing expectations placed upon them. Then they visualize boarding a bus filled with “passengers” (voices of expectations). They observe each passenger and decide which ones to keep and which to ask to leave).

2. Written/reflection exercise. 2.1. Prompt: “Which expectations have I inherited that feel like passengers I did not choose? Which voices align with my values, and which do not?”; 2.2. Participants write about one expectation they want to keep and one they want to release.

3. Short audio meditation (5 minutes): Meditation on “watching passengers come and go,” cultivating defusion from intrusive voices and reconnecting with personal values.

4. Digital interactive exercise: 4.1. Online activity where participants list their “passengers” (expectations). They categorize them into: a) Helpful passengers (aligned with values) and b) Unhelpful passengers (misaligned, draining); 4.2. The tool generates a visual bus diagram showing who is on board and who has stepped off.

B) Group activities

- Forum/Discussion Board: Each participant shares one “passenger” they want to keep and one they want to release. Peers respond with supportive reflections, noting similarities or offering encouragement.
- Synchronous Video Session (Zoom/Teams): Breakout rooms of 3–4 participants. Each describes a metaphorical passenger (e.g., “The saver,” “The caretaker,” “The achiever”) and discusses how it influences their life. Groups reflect on strategies to invite unhelpful passengers off the bus.
- Collaborative Padlet/Whiteboard: Participants post sticky notes with names of their passengers. The facilitator organizes them into two categories: “Passengers I choose” and “Passengers I release,” creating a collective bus map.

Facilitator role: Guide participants to recognize expectations as external voices rather than absolute truths, normalize the tension between inherited roles and chosen values, and connect the discussion back to hexaflex processes of defusion and values.

Table S8. Session 8 Content: Summary, Resources, and Activities

Session 8: Room 10 – Introspection

Impact phrase: “To step outside myself is to see with clarity who I truly am.”

Session summary

This session focuses on introspection, the symbolic Room 10 of the vital house. Unlike the other rooms, this space represents the act of looking at oneself from the outside, observing patterns, values, and actions through the lens of the hexaflex model. The goal is to cultivate psychological flexibility by integrating all previous rooms into a broader perspective. Participants are encouraged to practice self-observation, noticing their thoughts and behaviors without judgment, and aligning their choices with values that foster well-being and authenticity.

Resources and activities

A) Individual activities

1. Guided visualization. Participants imagine entering Room 10, a space with mirrors or windows that allow them to see themselves from different angles. They visualize observing their life as if they were a compassionate outsider, noticing strengths and areas for growth.

2. Written/reflection exercise. 2.1. Prompt: “If I were an observer of my own life, what would I notice about my actions, values, and patterns?”; 2.2. Participants write a short reflection identifying one area where they act in alignment with their values and one area where they could adjust.

3. Short audio meditation (5 minutes): Meditation on “watching thoughts pass by like clouds,” cultivating defusion and perspective-taking.

4. Digital interactive exercise: 4.1. Online self-assessment tool where participants rate their alignment with each hexaflex process (acceptance, defusion, present moment, self-as-context, values, committed action); 4.2. Generates a visual hexaflex diagram showing areas of strength and areas needing attention.

B) Group activities

- Forum/Discussion Board: Each participant posts one insight they gained from observing themselves “from the outside.” Peers respond with reflections on how similar insights could apply to teaching practice.
- Synchronous Video Session (Zoom/Teams): Breakout rooms of 3–4 participants. Each shares a metaphorical “mirror” or “window” that represents how they see themselves. Groups discuss how self-observation can improve empathy and flexibility in their role as educators.
- Collaborative Padlet/Whiteboard: Participants add sticky notes with observations about their values and actions. The facilitator organizes them into hexaflex categories, creating a collective map of introspection.

Facilitator role: Encourage participants to integrate insights from all previous rooms, highlight the importance of self-as-context, and connect the discussion back to the hexaflex processes of perspective-taking and committed action.

Table S9. Session 9 Content: Summary, Resources, and Activities

Session 9: Plasterboard Walls

Impact phrase: “What is hidden in one room may echo loudly in another.”

Session summary

This session explores the metaphor of plasterboard walls, symbolizing how emotions experienced in one area of life often leak into others, sometimes disguised as different feelings. For example, sadness in the bathroom (lack of self-validation) may manifest as anger in the living room, office, or lounge. Inspired by Jorge Bucay’s tale of Sadness and Anger, participants reflect on how emotions are interconnected, how they transform when unacknowledged, and how psychological flexibility allows us to recognize their true origin. Through the hexaflex model, the focus is on acceptance, present-moment awareness, and defusion, helping participants to identify emotions at their source rather than reacting to their disguised forms.

Resources and activities

A) Individual activities

1. Guided visualization. Participants imagine walking through their house with thin plasterboard walls. They notice how sounds and emotions pass through, changing form as they enter another room. They visualize identifying the original emotion and naming it with compassion.

2. Written/reflection exercise. 2.1. Prompt: “Which emotions in my life tend to disguise themselves? Where do they originate, and how do they appear elsewhere?”; 2.2. Participants write about one example of an emotion that leaks from one room to another, reflecting on its transformation.

3. Short audio meditation (5 minutes): Meditation on “naming emotions at their source,” practicing awareness of sadness, anger, or other feelings without judgment.

4. Digital interactive exercise: 4.1. Online mapping tool: participants create an “emotion flow chart” showing how one emotion (e.g., sadness) travels through different rooms and transforms (e.g., into anger, frustration, withdrawal); 4.2. Generates a visual diagram of emotional leakage across rooms.

B) Group activities

- Forum/Discussion Board: Each participant shares one personal example of an emotion that changes form across rooms (e.g., sadness becoming anger). Peers respond with reflections on how naming the original emotion could change the outcome.
- Synchronous Video Session (Zoom/Teams): Breakout rooms of 3–4 participants. Each shares a metaphorical “echo” from their plasterboard walls—an emotion that leaks into another space. Groups discuss strategies to recognize the original emotion and respond with empathy.
- Collaborative Padlet/Whiteboard: Participants post sticky notes with pairs of emotions (e.g., sadness → anger, fear → control). The facilitator organizes them into pathways, creating a collective “map of emotional echoes.”

Facilitator role: Guide participants to normalize the transformation of emotions, highlight the importance of naming feelings at their source, and connect the discussion back to hexaflex processes of acceptance and present-moment awareness.

Table S10. Session 10 Content: Summary, Resources, and Activities

Session 10: My House Under Construction

Impact phrase: "I am the architect of my own vital house."

Session summary

This final session represents the capacity to rebuild, reform, and expand the vital house after having explored all its rooms. Participants integrate insights from the basement (learning history), the attic (expectations and emotional relics), and Room 10 (introspection) to consciously design their own house in alignment with their values. Guided by the ACT hexaflex model, the focus is on values, committed action, and self-as-context, empowering participants to envision new rooms, remodel existing ones, and create a flexible, authentic life structure that supports psychological well-being and their future role as educators.

Resources and activities

A) Individual activities

1. Guided visualization. Participants imagine standing outside their house with construction tools. They visualize adding new rooms, renovating old ones, or opening spaces that reflect their values.

2. Written/reflection exercise. 2.1. Prompt: "If I could redesign my vital house, what new rooms would I build, and what reforms would I make?"; 2.2. Participants write a plan for their ideal house, connecting each change to a personal value.

3. Short audio meditation (5 minutes): Meditation on "building with values," focusing on the breath as a foundation and visualizing each inhale as laying a brick of authenticity.

4. Digital interactive exercise: 4.1. Online design tool: participants create a diagram of their reconstructed house, labeling rooms with values (e.g., "Creativity Room," "Balance Garden"); 4.2. Generates a personalized "blueprint" of their future house.

B) Group activities

- Forum/Discussion Board: Each participant shares one new room or reform they envision for their house. Peers respond with reflections on how similar changes could support their own growth.
- Synchronous Video Session (Zoom/Teams): Breakout rooms of 3–4 participants. Each presents their "blueprint" of the reconstructed house, explaining how it reflects their values. Groups discuss how these houses can inspire resilience and authenticity in teaching practice.
- Collaborative Padlet/Whiteboard: Participants post digital sketches or descriptions of their new houses. The facilitator organizes them into a collective "neighborhood of values," showing how diverse houses coexist and support one another.

Facilitator role: Encourage participants to celebrate their reconstructed houses, highlight the integration of all previous sessions, and connect the discussion back to hexaflex processes of values, committed action, and self-as-context.
