GOOD PRACTICES: Mental health in action!

'Well-Be Project' (Supporting Students Emotional Health, Well-being and Resilience in Times of Global Crisis)

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Monica Moreno
EDITOR

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Mental health in action

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'Well-Be'

Supporting Students Emotional Health, Well-being and Resilience in Times of Global Crisis

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FOREWORD

As detailed throughout this project, many of the major institutions, or settings, in which students are growing up are unable to provide the mental and support young people need for positive development. However, there are around Europe different good examples that we want to share with our readers. Educational institutions might change their structure into ones that promote students' development and mental health. After the COVID-19 the need of this has been proved, even more.

Effective responses will involve pushing the structures or even the pedagogical boundaries of these systems, encouraging collaboration between them and reducing the number of students whose specialized problems cannot be met through primary institutions.

It is time of knowing what is done in other institutions and organizations because the mental health is possible!

"A child's mental health is just as important as their physical health and deserves the same quality of support"

On behalf of Well-Be project partners

GOOD PRACTICES

The Mighty Creatives (UK)

1. SAMUEL RHODES PRIMARY SCHOOL
A. General information about the good practice

Name of the programme/activity/project	Integrated Working and Service Provision
Organization name (school/educational organization)	Samuel Rhodes Primary School
Year of programme/activity/project	
Web site of the programme/activity/project/school/educational organization	http://www.samuelrhodes.islington.sch.uk/
Country	UK
Description of the target population (age, nationality of origin, language, socio-demographic variables etc.)	Special needs school for students with moderate learning difficulties aged 5 - 11
Aim of the programme/activity/project	The school uses a team around the child approach, which means that there is a multidisciplinary team (MDT) which works within the school to help support the child, the family and the school staff. As well as working directly with children and families, the multidisciplinary team also supports the structures which enable them to work collaboratively with the children, school staff and families. This multidisciplinary team meet and provide sessions with the child and parents within the school in a dedicated therapy room. This multidisciplinary team consists of:

	o Speech and Language Therapist (SLT) – who works in the school 2 days a week o Occupational Therapist (OT) – works in the school 1 day a week o CAMHS worker - 2 clinicians work half a day each a week, with one focusing more on children, and the other focusing more on families and multi-agency matters. o School Support Worker, who is based in the secondary school – works 2 days a week.

B. Main Outcomes

Which solution does the activity/program /project?	Having this relationship with parents makes it easier to provide any additional support they might need. For instance, they know about the child's learning difficulties, and that the parents might not speak English. So, it is much easier for the team to provide the additional support that the parent and child might need.
What kind of program/activity/pr oject is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	Islington CAMHS offer to provide all schools in the borough with Solihull Approach training http://islingtoncamhs.whittington.nhs.uk/professionals-2/resources/solihull-approach/ This training has given school staff a framework to help them work with children and parents, and gives them a better understanding of mental health issues and how they can help support their students. It also gives school staff a shared language with the CAMHS workers, which helps support integrated working. The CAMHS workers have provided school staff with training in 123 Magic - http://www.123magic.com/ which helps them deal with behavioural problems when they arise.

	The multidisciplinary team have regular meetings with the school staff as well, where specific issues can be discussed. The multidisciplinary team also provide support for parents, as well as or alongside support for their children. For instance, they have very successfully run Webster-Stratton parenting programmes - http://incredibleyears.com/ They had a good turnout for these sessions, and for the other services that the team provide. This is because the parents know the school, and they know and trust the therapists, and so are much more willing to speak to them about their problems.
Does it contain specific data/information on teaching methodologies? If any, please explain.	No
Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain.	Yes: http://islingtoncamhs.whittington.nhs.uk/professionals-2/professionals/ More information about Schools Forum - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251513/schools_forum_guide_for_schools_and_academies.pdf

2. Bounce Forward

A. General information about the good practice

Name of the programme/activity/project	Penn Resilience Programme
Organization name (school/educational organization)	Bounce Forward
Year of programme/activity/project	ongoing

Web site of the programme/activity/project/school/educational organization	http://www.bounceforward.com
Country	UK
Description of the target population (age, nationality of origin, language, socio-demographic variables etc.)	an 18-lesson curriculum that is aimed at 11-13 year olds
Aim of the programme/activity/project	The programme enables young people to develop skills that empower them to be more resilient in dealing with situations both in and out of school.

B. Main Outcomes

Which solution does the activity/program /project?	Young people develop skills in emotion control and emotional awareness, problem solving, assertiveness, peer relationships, and decision making.
What kind of program/activity/project is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	There are many different delivery models and options to teach the PRP, but they have two key features: 1. Young people are taught the whole 18 lessons in order. 2. The lessons are taught by trained PRP Teachers. It is suggested that the best results are achieved when the programme is taught to universal groups of approximately 15 students, although

	good outcomes have also been achieved with larger group sizes of 30.
Does it contain specific data/information on teaching methodologies? If any, please explain.	some examples of the current delivery models being adopted in schools across the UK (there are also examples of the PRP being taught in non- school settings): • PRP is taught once a week in PSHE time, with half the year group doing PSHE for 18 weeks and half the year group doing PRP for 18 weeks. • PRP is taught once a fortnight over 38 weeks. The whole year group is split into 4 teaching groups. • PRP is taught at the end of year 7 and into the beginning of year 8, with extra time to allow for review given the 6 week break.
Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain.	Building on the PRP research, Bounce Forward, led a longer intervention to acknowledge the need to deliver a more sustained approach to building emotional resilience and wellbeing with students. The national 'Healthy Minds' research project involves 34 UK secondary schools teaching a specific curriculum that has the PRP as the foundational element. The curriculum covers the national Personal, Social, Health, Education (PSHE) requirement and will deliver a high quality curriculum to students;

	and it will provide one lesson per week from year 7 to year 10. For more information go to:
	https://bounceforward.com/healthy-minds- research-project/
	For more information about Bounce Forward, go to:
	https://bounceforward.com

3. *Framwellgate School Durham*

A. **General information about the good practice**

Name of the programme/activity/project	Case Study: Whole School Approach to Promoting Emotional Wellbeing
Organization name (school/educational organization)	Framwellgate School Durham
Year of programme/activity/project	Ongoing
Web site of the programme/activity/project/school/educational organization	https://www.framdurham.com
Country	UK
Description of the target population (age, nationality of origin, language, socio-demographic variables etc.)	Framwellgate School Durham is an Academy school for students aged 11-18.
Aim of the programme/activity/project	The school is committed to developing the potential of its students, and believes in the

	academic excellence as well as the holistic development of students. Emotional wellbeing is seen as being a key factor in enabling students to achieve their full educational potential and to become responsible individuals well prepared for life beyond school.

B. Main Outcomes

Which solution does the activity/program /project?	The school hosted Humanutopia days for their year 10 students in December 2013 and volunteer Year 10 students led a day for Year 8 students in April 2014 and an afternoon for students in local primary schools.
	The events were very well received. Humanutopia are a social enterprise group who work with schools and run a range of inspirational workshops and courses for students that focus on personal, social development and employability skills.
	http://www.humanutopia.com
What kind of program/activity/project is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	These workshops can help to build confidence, leadership skills, peer mentoring skills and help students overcome barriers to engaging in their own education.

Does it contain specific data/information on teaching methodologies? If any, please explain.	No
Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain.	A social impact analysis following the Humanutopia day, found that the year 10 students rated themselves as having a greater understanding of why they behave in the way they do; were more confident about talking to new people; they cared more about other people's problems and were more determined to succeed. The school found that the workshops, even though they are a recent intervention, have had a significant impact on students' social and moral development; and had a positive effect on all students including those with SEN, vulnerable students, the very academic and those who had behavioural problems.

4. *Public Health England*

A. **General information about the good practice**

Name of the programme/activity/project	School Zone
Organization name (school/educational organization)	Public Health England

Year of programme/activity/project	Ongoing
Web site of the programme/activity/project/school/educational organization	https://campaignresources.phe.gov.uk/schools
Country	UK
Description of the target population (age, nationality of origin, language, socio-demographic variables etc.)	Year 6 and secondary schools
Aim of the programme/activity/project	Offers curriculum-linked, PSHE Association-accredited resources and inspiration for teachers, from our Change4Life resources on nutrition and physical activity for primary teachers to our Every Mind Matters mental health and wellbeing resources and lesson plans for secondary and Year 6 teachers. Our flexible and easy-to-use resources are created by teachers and include ideas and activities to help you teach a range of topics in KS1 through to KS4.

B. Main Outcomes

Which solution does the activity/program/project?	Flexible teaching resources for primary school classes and be inspired by our mental wellbeing resources for secondary schools and Year 6.

What kind of program/activity/project is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	Multiple
Does it contain specific data/information on teaching methodologies? If any, please explain.	Yes, according to the programme downloaded.
Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain.	Yes, programme specific.

National Management School (Bulgaria)

1. Animus Association Foundation

A. General information about the good practice

Name of the programme/activity/project	Key for long life learning
Organization name (school/educational organization)	Animus Association Foundation
Year of programme/activity/project	
Web site of the programme/activity/project/ school/educational organization	https://bezstrah.org/kluch/
Country	Bulgaria

Description of the target population (age, nationality of origin, language, socio-demographic variables etc.)	The direct targets group are students (14 - 17 aged) from secondary schools and their teachers in Bulgaria. Teachers from all schools of the country have an opportunity to apply for participation in this Programme. It is necessary to register on the website of the NGO and to pay for a training and didactic materials. It happens on Bulgarian language.
Aim of the programme/activity/project	The aim of the PROGRAMME is to give teachers a new methodology for interactive work in class on the topics connected with social life – resilience, emotions and coping with problems in different social interactions.

B. Main Outcomes

Which solution does the activity/program /project?	**Expected results** To occupied teachers with didactic materials and practical exercises for building social skills and resilience among the students in class. To assure flexible communication among students and awareness about complexity of relationships and emotions in them. To improve their motivation for social learning and personal development.
What kind of program/activity/project is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	This Programme contained set of 16 lessons on 7 modules with different social topics: • Friendship • Family • Love • School life • Violence • Social networks • Changes

Does it contain specific data/information on teaching methodologies? If any, please explain.	It contained specific information prepared as work books for teachers with developed lessons, activities and exercises on the topics.
Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain.	The Programme use methods, based on the learning trough experience in a group – practical activities, roll plays, debates, discussions, case studies.

2. 137th School, Sofia, Bulgaria

A. General information about the good practice

Name of the programme/activity/project	CL@SS - Competences Learning at Secondary Schools
Organization name (school/educational organization)	137th School, Sofia, Bulgaria
Year of programme/activity/project	2015 - 2017
Web site of the programme/activity/project/ school/educational organization	http://softskillsatclass.eu
Country	Bulgaria, the Czech Republic, Slovenia, Turkey, Romania
Description of the target population (age, nationality	The direct target group of the initiative are secondary school teachers.

of origin, language, socio-demographic variables etc.)	The methodology focuses on their ability to develop social competences of students in class as a solid ground for the professional and personal success. In 21th century teachers face the great challenge how to motivate children to learn and to assist the formation of learning skills, as well as to support them in the process of thinking and acquiring knowledge. The teacher is expected to be active in the process of personal development of young people. Numerous studies among teachers at secondary schools in European countries show that they have not undergone the training needed in the field and do not have the necessary tools to work with the students. The lack of knowledge and skills discourages them and diminishes the sense of professional satisfaction.
Aim of the programme/activity/project	The aim of the initiative is to propose a new teaching methodology for secondary schools, which can be summarized as an integral teaching of transversal competences at class to improve overall students' acquisition of learning content. The methodology is applicable to teaching process in all general school subjects and is available in 5 languages: EN, BG, RO, TR, SI. Specific aim: • To equip teachers with the necessary knowledge, skills and tools to stimulate of motivation and inspire students for learning and to increase their competitiveness by soft skills training during usual educational process. • To support new forms of teaching and learning, enhancing the learning environment within schools, and bringing them in tune with 21st century realities;

	• To stimulate young people's sense of initiative and develop their entrepreneurial skills.

B. Main Outcomes

Which solution does the activity/program /project?	The methodology is focused to "soft competencies" as a vital for the quality of future workforce and on the understandings that these competences should start developing at school level. Soft skills are as important as other technical and academicals skills. Studies show that without soft skills, other skills cannot be used effectively. The benefit is the incorporating soft competences studies into the curriculum (subject based approach) in order to reach a two-way effect: the development of both social and mental intelligence, and making teaching general subjects more attractive for children. The approach is cost-effective for use in schools, because it does not require any additional investment in equipment. The emphasis of the training of transversal competences (soft skills) is in everyday school life. To do this the teachers' capacity is upgraded in terms of pedagogical expertise and didactical tools.
What kind of program/activity/project is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	The methodology is based on a study of training needs among employers, students and teachers and steps onto six themes: Effective communication, Cooperation, Problem solving, Entrepreneurship, Finding and managing of information and Lifelong learning. A free platform has been created with exercises developed by the teachers themselves for the

	development of these competencies in the various subjects in the secondary school. http://softskillsatclass.nbschool.eu
Does it contain specific data/information on teaching methodologies? If any, please explain.	The methodology provides a new high effective innovative model of teaching. Developing students` soft skills makes the subjects classes more interesting and attractive for children. This approach stimulates their creativity and motivation. This has positive influence to their pro-activity and results. In addition, it develops competences (professional and social), motivation and self-confidence of teachers. A very valuable point is that the exercises on the platform were created and piloted in real conditions by the subject subjects themselves. They are over 500 and are described in details. The platform has filters regarding the choice of subject, competence, duration of implementation, which makes it very convenient for teachers to use.
Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain.	This approach correlates indirectly with the wellbeing of students and teachers, insofar as this feeling is influenced by the level of adaptation, sense of progress and satisfaction that is developed thanks to soft skills training. Using this approach has a positive impact as follows: - for the students - more attractive classes, more understandable content, better performance, greater motivation to learn, smooth transition to the labour market or further education; - for the teachers - better qualification, better motivation and confidence in facing rising learning needs of their students; - for the secondary school in general - more efficient learning process, optimization of

	extracurricular training costs, more effective communication and cooperation between parties.

3. *Gordon Group Bulgaria*

A. **General information about the good practice**

Name of the programme/activity/project	Parent Effectiveness Training (PET) Teacher Effectiveness Training (TET) Youth Effectiveness Training (YET)
Organization name (school/educational organization)	Gordon Group Bulgaria
Year of programme/activity/project	2017- ongoing
Web site of the programme/activity/project/school /educational organization	http://gordonbulgaria.com
Country	Bulgaria
Description of the target population (age, nationality of origin, language, socio-demographic variables etc.)	Students, parents and teachers from secondary school
Aim of the programme/activity/project	The aim of this comprehensive training approach is to improve the relationship between teenagers, their parents and teachers.

B. Main Outcomes

Which solution does the activity/program /project?	The parallel training of the three groups concerned creates an environment for improving communication between them, developing trust and cooperation, constructively resolving conflicts between them and stimulating the social and emotional development of the teenagers and their wellbeing. The courses improve the quality of relationships between young people and their parents and teachers.
What kind of program/activity/project is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	Practical seminars with a total duration of 18 to 30 hours are organized in different modules for each of the target groups.
Does it contain specific data/information on teaching methodologies? If any, please explain.	The balance between theoretical and practical part is 30% to 70%. Courses include creative activities, participation in role-plays, sharing exercises that help build and develop the skills set in the programme in a fun and accessible way.
Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain.	Interactive methods are used in the trainings, where the learning objectives are achieved through interaction within the group of participants. The main focus is on learning through active participation and own experience. New knowledge is introduced after preparing the learners to accept it through warm-up exercises, brainstorming, trampoline exercises, discussions, case studies, discussing problems. Interactive presentations are used for theoretical introduction and role-plays and case studies are used to illustrate

	practical problems and train skills. Group-dynamic games and small group work develop participants' group communication and teamwork skills.

4. National High School in Finance and Business (NHSFB) in Sofia

A. General information about the good practice

Name of the programme/activity/project	Student-driven Leadership Skills Development Programme in VET Schools
Organization name (school/educational organization)	National High School in Finance and Business (NHSFB) in Sofia
Year of programme/activity/project	2019-2021
Web site of the programme/activity/project/ school/educational organization	https://slevet1.wixsite.com/slevet
Country	Bulgaria, Slovenia, UK, Lithuania, Latvia
Description of the target population (age, nationality of origin, language, socio-demographic variables etc.)	The main actors of the Leadership Programme are TEACHERS and STUDENTS IN VET SCHOOLS. Through the implementation of wide range of activities they take new roles - teachers become facilitators and students take an active role of coaches and mentors. The direct target group is secondary school students (14-19 aged). In line with the inherent autonomy and self-assurance needs of the teenagers, students in the Programme

	take new roles, face the challenges of planning and organizing lessons, of asking questions and taking decisions. So, they meet these needs and develop the necessary skills. The programme involves two groups of students - First and Second Cohort. The First Cohort are students from higher grades in secondary education (10-11 grades). The programme addresses their needs for training in leadership and entrepreneurship skills in order to enhance their performance in the field of education and career development. The Second Cohort are younger students (8 or 9 grades) who need additional training in relevant subjects and would like to develop their social skills with focus on leadership and entrepreneurship.
Aim of the programme/activity/project	The aim of the PROGRAMME is developing leadership and entrepreneurship skills, attitudes and mindset of secondary school students using Peer to Peer coaching and Peer to Peer training.

B. Main Outcomes

Which solution does the activity/program /project?	The advantages of the Programme are in its specifics: - it develops self-authority at school, - it is easy to be multiplied cascading, - it is economically viable, as it mainly uses internal resources of schools (material, technical and human). Benefits: - Prepared students from higher grades who are on the threshold of the labour market for leaders, entrepreneurs, mentors.

	- Improved learning results of younger students; developed their social skills and potential to be leaders, entrepreneurs, mentors. - Prepared teachers for facilitators of extracurricular activities, to be more adequate for the above listed processes. - Developed guides, programmes and instruments for the implementation of the above and ensuring sustainability.
What kind of program/activity/project is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	Leadership Skills Development TRAINING KIT is built on a thorough analysis of the needs of young people for adequate development according to the requirements of the labour market; and also on the expectations towards VET institutions and teachers for educating better prepared and motivated for sustainable professional development graduates. The aim of the KIT is to: - present the overall philosophy of the learning approach and the benefits of its application in VET schools, - describe all the steps and elements of this process, - provide practical tools for implementing the approach. The TRAINING KIT is published online and it is available in 5 languages: EN, BG, LT, LV, SI. In addition, a *Methodology for Supporting Online P2P Learning* is developed.
Does it contain specific data/information on	The content of the programme is determined on the basis of a study of the learning needs of students in

teaching methodologies? If any, please explain.	two different areas: improving academic performance in subjects and developing their social competencies. 3 types of questionnaires on school subjects and soft skills are developed for the purposes of the survey and for the different target groups and beneficiaries of the project. The essential of P2P coaching and soft skills training is presented and the Methodology of the approach is described. The practical training programmes and instruments are added as appendices.
Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain.	The core of the programme is the integrated development of qualities, experience, attitudes, and skills (QEAS). The programme inspires students to develop their so-called transferable competencies by gaining new experience and then, using this new knowledge and skills, to mentor other students in the school community. The leadership program falls into the category of the so-called social learning. Social learning helps to create a connection, relationship, and atmosphere of cooperation between learners. In the process, peer groups are used to model appropriate ways of thinking, to reveal and challenge the ideas of others. The development of social competence thus contributes to both the individual and the social well-being.

M&M Profuture Training, S.L. (Spain)

1. *Fundació La Caixa*

A. General information about the good practice

Name of the programme/activity/project	EMOCIONA: program for the development of socio-emotional skills
Organization name (school/educational organization)	Fundació La Caixa
Year of programme/activity/project	2018 – until now
Web site of the programme/activity/project/school/education al organization	https://educaixa.org/ca/programa-emociona
Country	Spain
Description of the target population (age, nationality of origin, language, socio-demographic variables etc.)	Educational level • Primary Education • Childhood education Area of knowledge • Emotional education Skills • Social and civic • In linguistic communication For students and teachers
Aim of the programme/activity/project	The program focuses on enhancing the emotional and social growth of students. The goal is to encourage these learnings in the classroom for

	development integral, through the acquisition of the so-called life skills.
	Emotional and social development can be worked on in any field and age.
	It's a lifelong growth. This is the approach that follows program presented here, characterized by sequencing and transversality.
	Thus, the resources are defined and adapted to the different ages (sequencing) and, at the same time, indications are provided to be able to work on them from different subjects (transversality).
	The general objectives of the program are:
	• Contribute to the awareness and motivation of teachers to work
	emotional and social learning in the classroom.
	• Encourage the implementation of programs focused on social learning and emotional in schools.
	Skills and abilities
	• Promote the improvement of skills for the lives of students.
	• Provide a social emotional learning program designed for the practice of emotional skills in the classroom.

	• Provide basic information and content to teachers with intent
	to help and guide them in implementing a social learning program and emotional.
	• Define a sequence of contents that enhances the emotional growth of the students.
	• Specify a flexible timing adapted to different ages.
	• Provide practical activities to work on emotional development in the classroom.
	• Define the most appropriate materials and methodology, depending on age, for the emotional work at school
	The program offers: - The Emociona proposal (to be implemented) - Training for teachers and accompaniers

B. Main Outcomes

Which solution does the activity/program /project?	The program presents two basic proposals. The first is designed for four-year-olds, and the second is for middle school courses.
	The recommended program lasts approximately 14 hours and corresponds to the medium-intensity itinerary, but as it is a

	flexible program, it can be adapted to all school needs and realities; in case of not being able to dedicate so many hours to it, it can be reduced to 6 hours if no more time is available. Otherwise, it can be extended to 24 hours of implementation.
What kind of program/activity/project is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	The project envisages and works on these four axes, which are explained in more detail below: 1. Learn to be and act in an increasingly autonomous way It is about progressing in the knowledge and mastery of one's own body while recognizing one's possibilities, accepting one's own identity, forming a positive self-image, identifying and regulating emotions, progressively acquiring habits of autonomy and responsibility with safety and effectiveness are key to learning to be and act autonomously. This ability is developed by developing goal 1 of the program: self-awareness. 2. Learn to think and communicate It involves thinking, creating and elaborating explanations using different types of languages in the communication of information,

	feelings and knowledge, as well as learning to work cooperatively and being aware of one's own learning, to foster the construction of knowledge and development of one's own thought.
	This ability is worked on by developing objectives 1 and 3 of the program: self-awareness and social skills.
	3. Learn to discover and take initiative
	It refers to observing and exploring the immediate environment with an attitude of curiosity and respect. Experiment, ask questions, test hypotheses and plan. Show initiative to face situations of daily life looking for alternatives.
	This ability is worked on by developing objectives 2 and 3 of the program: emotional management and social skills.
	4. Learn to live together and inhabit the world
	Respect for diversity, the development of basic social skills, teamwork, the peaceful management of conflicts and collaboration with the group promote social cohesion and the formation of committed,

	supportive and supportive people.
	This ability is worked on by developing objectives 3 and 4 of the program: social skills and personal and social well-being.
Does it contain specific data/information on teaching methodologies? If any, please explain.	Yes, It provides guidance for program implementation.
	Key aspects
	The Emociona program follows the four practices of the acronym SAFE recommended by various researches (Durlak, Weissberg and Pachan, 2010) to enhance the efficiency of the implementation of emotional and social learning programs.
	These practices are: sequential, active, focused, and explicit.
	• Sequential: The program must be present for several years for it to be effective. The programs presented here are intended to be a beginning of work on social and emotional learning in schools, to raise awareness and motivation towards emotional development and acting as a driver and lever to change this implementation to other courses and educational stages.
	• Active: Active learning strategies and techniques must

	be applied. The resources included in the programs are designed to involve students and get them involved so that they can live an active process of social development and emotional.

• Focused on the development of the emotional skills we propose. To do this, the objectives and contents of this program are specified and adjust to the different ages and educational stages to which it is addressed.

• Explicit: make explicit the specific objectives that are intended to be developed.

Methodology

The methodological conception starts from the students as a center of learning.

The approach is holistic, comprehensive and inclusive: it aims to work on development integral part of the students.

Resources

It has a variety of materials for the implementation of the program in the classroom and specific resources that will help increase student motivation and facilitate dynamism in the classroom. Specifically, the program has the |

| | resources available on the program's website.

In addition to these resources, the guides for teaching programming detail the material needed for the development of the different sessions and the steps to follow to build a specific material. |
|---|---|
| Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain. | Yes, it contains resources and tools to be implemented during the sessions withs students.

Moreover, on the training for teachers, teachers have resources and receive a training about the social emotional competences, planification and organization of lessons and teaching methodologies. |

2. *Junior Report and Ita Health Mental*

A. **General information about the good practice**

Name of the programme/activity/project	Mental Health
Organization name (school/educational organization)	Junior Report and Ita Health Mental
Year of programme/activity/project	
Web site of the programme/activity/project/school/educational organization	https://globe.junior-report.media/es/aula/

Country	Spain
Description of the target population (age, nationality of origin, language, socio-demographic variables etc.)	The diary for young people Junior Report and Ita Health Mental launches a free Didactic Unit to understand the reality of mental health with informative content and pedagogical resources

Junior Report, in its desire to become a pedagogical tool for teachers, designs Didactic Units to read and work on current affairs in schools through its Junior Report Classroom platform.

They design information channels, workshops and educational resources to bring new readers closer to current affairs and work on current affairs in the classroom. They create languages and projects to explain complex issues in a simple way and encourage the critical spirit of young people. |
| Aim of the programme/activity/project | 2020 – until now (online resource) |

B. Main Outcomes

Which solution does the activity/program /project?	Junior Report Activity Sheets are an educational tool that encourages critical thinking in high school students. The objective is to make them participate in the reality that surrounds them, while at the same

	time informing and delving into a current global issue. To do this, we worked on one of the topics published in the Junior Report digital newspaper based on various activities (schools/teachers have to pay for it) but in this case they offer a free Didactic Unit to understand the reality of mental health with informative content and educational resources
What kind of program/activity/project is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	The Didactic Unit consists of 10 context articles. It opens with 5 articles and will be updated with five more pieces throughout the course. On the other hand, Junior Report makes pedagogical resources available to teachers to deepen their understanding of the subject with their students, either in class or virtually. How do they work? Activity 1. What we know so far. Activity that allows students to introduce concepts related to mental health. It allows the teacher to know the starting point of the students and begin to debate and reflect on some of the stigmas or beliefs that circulate about mental health. A dynamic 1-2-4 structure is

	proposed to promote individual reflection and the generation of knowledge from dialogue among equals.
	Activity 2. Diary of emotions. This activity aims to introduce students to emotional management and self-reflection and observation of their state of mind. It is about making a small diary of emotions using a color legend, obtaining at the end a summary of your state of mind for several weeks. This is an individual activity and does not require (nor is it recommended) correction.
	Activity 3. What impacts is the pandemic having on our emotional state? First, the students create a form to assess the impact of the Covid-19 pandemic on the emotional state of young people. After answering the form individually and anonymously, they draw conclusions. Subsequently, small groups are created in which, optionally, they can share some specific experience they have had this year, express how they have felt and what they have done to deal with the situation.

| | Activity 4. Don't be an accomplice! In this activity, students are invited to investigate the world of social networks and how they can normalize and promote risk practices that lead to depression, anxiety or other mental health problems. They are proposed to discover brands and profiles with bad and good practices in this regard and to create their own means of dissemination on social networks.

Activity 5. Cineforum of the mind. In this last activity, students are proposed to watch films or series that revolve around the management of emotions and mental disorders with the aim of denouncing their invisibility or related social prejudices. Students are offered a guided viewing of the works using the Cornell note method, group reflection and debate, and the writing of critical reviews to share with the rest of the school. |
|---|---|
| Does it contain specific data/information on teaching methodologies? If any, please explain. | Yes, they facilitate a guide to implement the different activities |

Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain.	with the resources, step by step and results. https://subscriptor.junior-report.media/es/solucionario-salud-mental/#tab-id-1

3. *MenteScopia*

A. General information about the good practice

Name of the programme/activity/project	MenteScopia
Organization name (school/educational organization)	MenteScopia is led by the multidisciplinary group of Translational Psychiatry, belonging to the Institute of Biomedicine of Seville and CIBERSAM, with the collaboration of the Spanish Foundation for Science and Technology (FECyT)- Ministry of Science and Innovation.
Year of programme/activity/project	2022
Web site of the programme/activity/project/school/educational organization	Tik Tok tiktok.com/mentescopia Instagram instagram.com/mentescopia Twitter twitter.com/mentescopia Página web psynal.eu/mentescopia

Country	Spain
Description of the target population (age, nationality of origin, language, socio-demographic variables etc.)	MenteScopia provides information and tools to understand the importance of mental health, especially aimed at adolescents and their environment: mothers and fathers, educational centres, teachers, associations, etc. Among many others, topics such as brain development, depression, anxiety, addictions, suicide prevention, the reduction of the stigma suffered by affected people, the identification of risk factors or the promotion of healthy habits will be announced. To do this, between the months of January and June, social networks such as TikTok and Instagram will have short video clips made by science communicators. It will also have its space on a podcast, with ten episodes of interviews directed by a science outreach specialist. In addition, the project will go through the classrooms thanks to the didactic material aimed at educational centres and their teachers carried out by the

	Didactic Research Group (GID) of the University of Seville.
Aim of the programme/activity/project	MenteScopia a multimedia project to spread information about mental illnesses and their prevention. A commitment to mental health education aimed at the adolescent population and that raises awareness among patients, families and other social sectors. MenteScopia aims to convey to society that mental illness exists and that early intervention by professionals can change a person's biography.

B. Main Outcomes

Which solution does the activity/program /project?	MenteScopia, a mental health outreach project for adolescents and their environment
What kind of program/activity/project is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	Themes • Brain development • Autism • Psychosis • Depression • Suicide • Bipolar disorder • Anxiety - stress • OCD
Does it contain specific data/information on teaching methodologies? If any, please explain.	Yes, it offers:

Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain.	Podcast
	Interviews with researchers in the field of neuroscience, psychiatry and mental health. Each episode addresses a topic or pathology with the participation of specialists from CIBERSAM, the Mental Health Network Biomedical Research Center.
	Social networks
	Videos posted on TikTok and Instagram to spread simple and direct concepts about mental health, its myths and healthy tips.
	Educational videos
	Learn about the functioning and origin of different pathologies with videos aimed at the educational community
	MindScopy Blog
	Log with interviews with research staff or patients with various psychopathologies, resources and information on mental health and an approach to research by CIBERSAM groups (Center for Biomedical Research in Mental Health Network).
	Examples
	• Mentoscopy (1/2): Mental health in the adolescent and young population

	First part of a short documentary aimed at teachers and students of secondary and baccalaureate centers and teachers in training
	• Mentoscopy (2/2): Educate in Mental Health to live longer and better
	Second part of a short documentary aimed at teachers and students of secondary and baccalaureate centers and teachers in training

4. *Espai Jove*

A. General information about the good practice

Name of the programme/activity/proje ct	Espai Jove.net
Organization name (school/educational organization)	Espai Jove
Year of programme/activity/proje ct	2012 – until now
Web site of the programme/activity/proje	http://www.espaijove.net/index.php?option=com_content&view=article&id=272&Itemid=247&lang=es

ct/school/educational organization	
Country	Spain
Description of the target population (age, nationality of origin, language, socio-demographic variables etc.)	It is a health education program for the promotion of mental health and the prevention of mental disorders in young people between the ages of 12 and 18. The intervention is aimed at the young population who are studying E.S.O., Baccalaureate and Vocational Training in the districts of Les Corts and Sarrià - Sant Gervasi in Barcelona, their families, and professionals in the educational, health, social and community fields who are in contact with them.
Aim of the programme/activity/proje ct	Improve knowledge about mental health, promote healthy behaviors, prevent risk behaviors and facilitate the early detection of disorders. And also provide guidance on the resources available in the general health and mental health network. The project has been designed and will be carried out by professionals specializing in mental health from the Center d'Higiene Mental Les Corts. To carry out the informative and training activities, they will travel to the centers educators who request it.

B. Main Outcomes

| Which solution does the activity/program /project? | What is this program about?

- Disseminate information on mental health, promotion, prevention, early detection and attention to mental disorders.

- Carry out awareness and training activities on mental |

	health in the school environment through information sessions and training workshops aimed at young people, their families (AMPAS) and teachers.
	- Offer training activities to professionals in the educational, health, social and community fields.
	The informative sessions last one hour and the training workshops last between two and six hours. They are based on the contents of 21 fact sheets on mental health issues, and on 2 manuals prepared for professionals.
	In addition, a web page has been created, www.espaijove.net, with information related to physical and mental health and with an online consultation on these topics.
What kind of program/activity/project is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	Materials and Modules of the Espai Jove Program
Does it contain specific data/information on teaching methodologies? If any, please explain.	• Informative diptych of the project with specific information on its justification, objectives and modalities to carry out the intervention.
Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain.	• Informative poster of the project with its basic contents and access data to the website.

	- Modules: These documents describe the activities to be carried out in each session with the young people and professionals; to work on raising awareness and improving their knowledge of Mental Health. - Training module for teenagers. - Training module for families. - Training Module for teachers of Educational Centres. - Training module for Primary Health Care professionals. - Mental Health Manual for Primary Health Care professionals. This manual is specifically aimed at professionals in the health sector who work in contact with the adolescent population; doctors, psychologists, nurses, social workers and educators; both in the field of Primary Care and specialized in Mental Health. The main objective is to offer a tool that facilitates the task of prevention and detection of emotional and psychological discomfort, provides information and increases the skills of the professional to give

	a better response to the youth population when they present a need or demand for mental health.
	• Manual of Mental Health for educators. This manual is specifically aimed at professionals in the education and teaching sector who are in contact with adolescents; teachers, pedagogues, social workers and educators, street educators, monitors, both in the school environment and in the recreational field. Its objective is to offer these professionals a tool that facilitates access to information on mental health, guidance on community resources and increases the skills of the professional to give a better response to the young population when they present a need or demand for mental health.
	• Information sheets: The program has a set of information sheets on Mental Health issues. Some files deal with general issues related to adolescence and Mental Health and others deal with different Mental Disorders that can affect young people. Each of the sheets can be

	downloaded individually in the corresponding sections of "Mental Health" and "My Life" on the website.

Fo-Ri.Um. Società Cooperativa (Italy)

1. *Sharing Radio Sonora*

A. **General information about the good practice**

Name of the programme/activity/project	Sharing Radio Sonora
Organization name (school/educational organization)	Unione dei Comuni della Bassa Romagna
Year of programme/activity/project	2020 - 2021
Web site of the programme/activity/project/school/educational organization	https://radiosonora.it
Country	Italy
Description of the target population (age, nationality of origin, language, socio-demographic variables etc.)	young people aged between 14 and 30
Aim of the programme/activity/project	It promotes the sharing and free communication of ideas and aims at fostering the desire to express oneself, being together. Web radios even in such a delicate period remain an

	accelerator of relationships and an incubator of integration.

B. Main Outcomes

Which solution does the activity/program /project?	Organise moments of confrontation to bring young people together through online platforms to continue to foster youth aggregation as well as to create an educational tool for all and try to continue to help young people develop their talents and passions.
What kind of program/activity/project is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	Meetings were organised where various aspects of radio communication were addressed by bringing together the web radio guys and experts in the field; the meetings were organised each time either through social platforms or through webinar software where it was easier to record and create radio podcasts.
Does it contain specific data/information on teaching methodologies? If any, please explain.	The podcasts, which give the students the chance to do further research and gain a better knowledge of the subject at hand.

Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain.	The dialogue to which the podcast lends itself offers an opportunity to be heard and supported/advised

2.   *Sharing Radio Sonora*

A. General information about the good practice

Name of the programme/activity/project	"Vagabondi efficaci" (Effective vagabonds)
Organization name (school/educational organization)	FORIUM
Year of programme/activity/project	2020-2021
Web site of the programme/activity/project/school/educational organization	www.forium.it https://www.youtube.com/playlist?list=PLMxPxGsNAqB9Khxp5y7bXKSSmasufuYyn
Country	Italy
Description of the target population (age, nationality of origin, language, socio-demographic variables etc.)	young people aged between 11 and 18
Aim of the programme/activity/project	The project aims to combat educational disadvantage and early school leaving among

	young adolescents in the peripheral areas of Tuscany

B. Main Outcomes

Which solution does the activity/program /project?	Art workshops with professional trainers and artists were organised during school hours and in the summer camp period, as well as online psychologist support meetings during school hours, parenting courses for the parents of the children involved (online and outdoors)
What kind of program/activity/project is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	Art workshops, focus groups, webinars, online meetings
Does it contain specific data/information on teaching methodologies? If any, please explain.	- Fostering dialogue and co-design with families; - Fostering dialogue between teachers (internal co-design) - Involve parents more in the educational paths with the children - Promote the school as a reference point for children, beyond the actual years of study, an open school that is at the centre of the community.
Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain.	Final guidelines were produced to promote the well-being of adolescents, the role of the

	educating community, co-partnership with families and associations, and the role of art in fostering inclusion and well-being are important.

3. *PUNTO DI VISTA ONLINE (ONLINE POINT OF VIEW)*

A. General information about the good practice

Name of the programme/activity/project	PUNTO DI VISTA ONLINE (ONLINE POINT OF VIEW)
Organization name (school/educational organization)	COMUNE DI FERRARA (FERRARA TOWN HALL)
Year of programme/activity/project	2019 - 2021
Web site of the programme/activity/project/school/educational organization	https://www.comune.fe.it/it/b/25126/promeco
Country	Italy
Description of the target population (age, nationality of origin, language, socio-demographic variables etc.)	young people aged between 11 and 19
Aim of the programme/activity/project	Overcoming psychological discomfort due to the Covid emergency

B. Main Outcomes

Which solution does the activity/program /project?	Video conferences have been organised for groups of students, families and teachers and individual listening spaces are active through video calls. Online materials, tutorials with concrete suggestions and directions to overcome this critical moment are also structured within the school websites.
What kind of program/activity/project is it? (lesson, workshop, skills, cultural – social - well-being, activities, etc.)	Online activities, individual and group counselling
Does it contain specific data/information on teaching methodologies? If any, please explain.	The telling of stories and personal experiences to manage the emotional dimension of children
Does it contain specific data/information on well-being resources/tools/techniques/tips? If any, please explain.	Enhancing listening and storytelling in children to manage the emotional dimension

NOTES