



Lab-PSE

The Eu PROMEHS project: Overview of the experimentation

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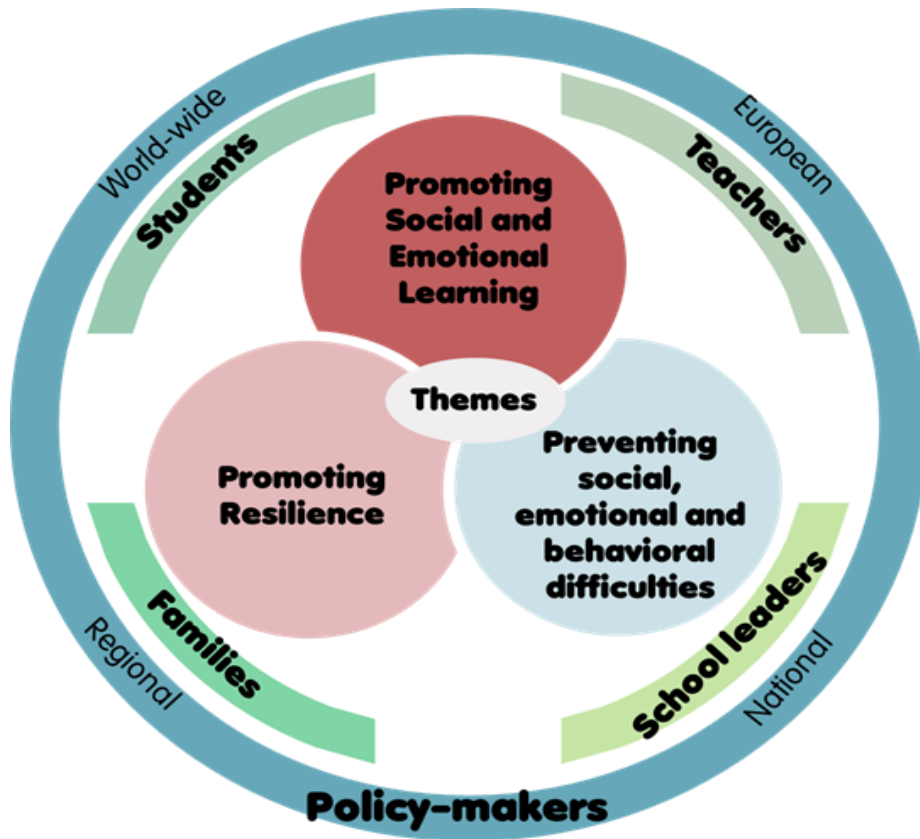
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Co-funded by the
Erasmus+ Programme
of the European Union



PROMEHS Theoretical framework



Teachers



Students



Cavioni, V., Grazzani, I., Ornaghi, V. (2020). Mental health promotion in schools: A comprehensive theoretical framework. *International Journal of Emotional Education*, 12(1), 65-82

Themes



The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL; 2015)

Promoting Social and Emotional Learning

Social, emotional and behavioural problems directed towards oneself and others (Achenbach et al., 2017; Cooper, 1999; 2017)

The ability to successfully adapt to challenging situations and adversities (Masten; 2011; Rutter, 1999).

Promoting Resilience

Preventing social, emotional and behavioural difficulties

Principles



Universal school-based curriculum

Evidence-based

Whole school approach



S.A.F.E. Approach

Embedded

Systematic implementation

Developmental Perspective

PROMEHS curriculum



Training course and supervisions for teachers recognized by the Ministries of Education



Activity handbooks with glossaries for teachers and students + guidelines for teachers, parents and policy-makers



Meetings for parents and headteachers

Contents of the training course for teachers



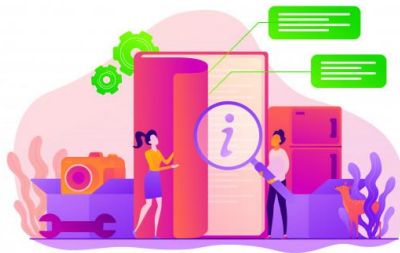
Students' and teachers' mental health



Effects of COVID on mental health



Stress, burnout e resilience of teachers



Instructions for implementation



Sharing experiences



Policy and programs

Contents of the teachers' training course and supervisions

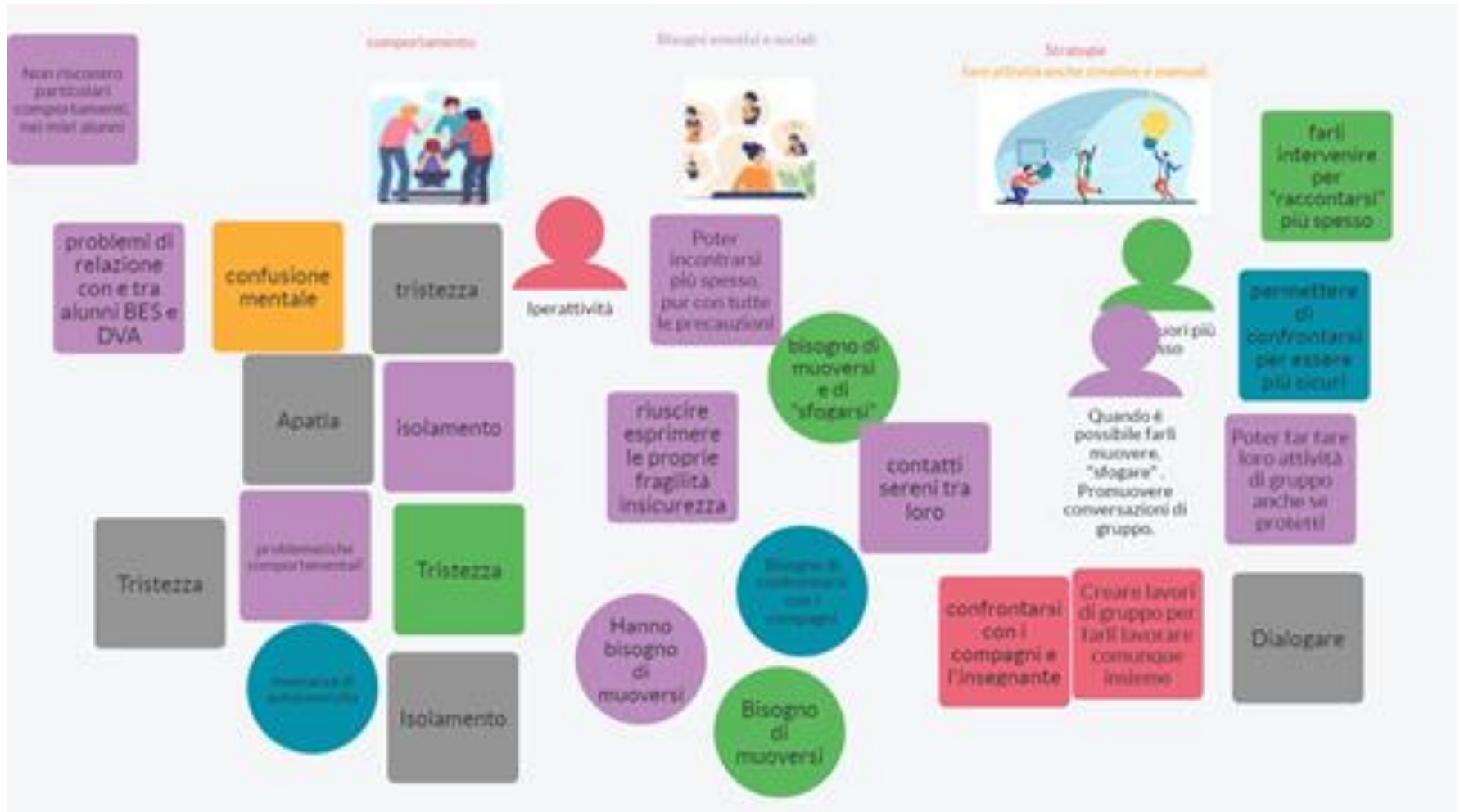


1. Theoretical background related to mental health promotion at schools (SEL; resilience, social, emotional and behavioral problems) including research findings
2. Individual and group reflections
3. Sharing of experiences
4. Examples of PROMEHS activities

Teachers' mental health: How did you feel during the lockdown?



Students' mental health: What are the social and emotional needs of my students?



Handbooks and guidelines

- Activities handbook for teachers
 1. Kindergarten and Primary school (Ages 3-10)
 2. Middle and High Secondary School (Ages 11-18)
- Activities handbook for students
 3. Kindergarten and Primary school (Ages 3-10)
 4. Middle and High Secondary School (Ages 11-18)
 5. Handbook for teachers
 6. Guidelines for parents
 7. Guidelines for policy makers

+ glossaries

Materials are available in 7 languages to support program implementation across different cultures and contexts and to address the diversity of participants' linguistic backgrounds.



Themes and topics



Themes	Topics
1. Promoting social and emotional learning	Self-awareness
	Self-management
	Social awareness
	Relationship skills
	Responsible decision making
2. Promoting resilience	Dealing with psychosocial challenges
	Dealing with traumatic experiences
3. Preventing social, emotional and behavioral problems	Dealing with internalizing problems
	Dealing with externalizing problems
	Dealing with at risk behaviors

Handbooks' structure



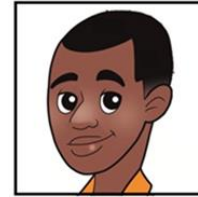
Handbook for kindergarten and primary school teacher

Theme	1. Promoting social and emotional learning
Topic	1. Self-awareness
Goal	1. To be able to identify and label basic and complex emotions
Activity	<ol style="list-style-type: none"> 1. Basic level for kindergarten: To be able to identify and label basic emotions 2. Advance level for primary: to be able to identify and label complex emotions

Theme 1: Promoting social and emotional learning	8
Topic 1.1: Self-awareness	8
Goal 1: To be able to identify and label basic and complex emotions	9
Activity 1: The three little pigs	9
Activity 2: Perform complex emotions	12
Goal 2: To develop self-confidence, self-efficacy and self-esteem.....	15
Activity 1: The goodness tree.....	15
Activity 2: My...shelf	17
Goal 3: To be able to understand the relationship between emotions, thoughts and behaviours.....	19
Activity 1: The box of emotions	19
Activity 2: The emotions' cards.....	22

Themes and topics are the same across all activities' handbooks

Characters



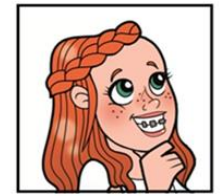
Ana

Borna

João

Hong

Jamal



John

Liza

Luca

Lucia

Sofia

Stories



Theme 1: promoting SEL

Topic: Self-awareness



Activity 2: Perform complex emotions



Outcome At the end of the activity, students will be able to identify, express, and label complex emotions.



Targeted group Students aged 6 to 10



Level Advanced



Materials Cards of complex emotions, coloured dice, paper



Activity steps

- The teacher asks students to listen to the following story:



Story box

Liza and her best friend Ana are playing at the beach. They are building a sandcastle. They decorate it with stones and seashells. It is really beautiful. They keep making it higher and higher. "What a tall castle we have" they say. Suddenly, a big wave splashes into the seashore and destroys the castle. What a disaster! They decide to rebuild it a little far away from the water. "What a lovely castle we have" they say, "It is much better than before". They even build a moat around the castle connecting to the sea. They looked at their castle and they felt really proud to have built such a nice castle!



- By the end of the story, the teacher asks students the following questions:
 1. How do you think the little girls felt as they built their castle?
 2. How do you think the girls felt when the wave destroyed their castle?
 3. What would you do in the same situation?
 4. How did they feel after they rebuilt the castle? Why?
 5. Have you ever felt proud? When?
- The teacher can first explain to the students the meaning of complex emotion¹, which is "any emotion that is an aggregate of two or more others. For example, hate may be considered a fusion of anger, fear, and disgust, whereas love blends tenderness, pleasure, devotion, and passion. Comprising the majority of one's affective experiences, complex emotions include, among others, awe, disgust, embarrassment, envy, gratitude, guilt, jealousy, pride, remorse, shame, and worry".
- The teacher prepare a dice that has six different coloured sides. Each side is linked to one of the following complex emotions: 1. pride; 2. shame; 3. embarrassment; 4. jealousy; 5. guilt; 6. gratitude.
- The teacher divides the students into six groups (or pairs, according to the total number of students and the emotions to perform). Each group/pair has a coloured card reflecting the six complex emotions.
- Teacher tells the phrase "I want to play..." and rolls the coloured dice. The group/pair with the matching colour comes to the centre and performs the card's emotion with a facial expression, body posture, and tone of voice. The others should name the emotion.
- Then, the teacher asks students to individually write or tell a brief story about that specific emotion (e.g., "One day I was surprised because I found an old candy in my pocket!").
- The teacher can use the formative evaluation chart below to observe and assess students' capability to identify, express, and label complex emotions.



Theme 2: Promoting resilience

Topic: Dealing with traumatic experiences



Activity 2: We all matter the same



Outcome

Students are able to recognise individual differences among them and the different emotions that arise due to those said differences. They are able to choose a strategy, how to approach and act towards people with chronic illness and they will develop empathy towards people with chronic or other type of illnesses.



Targeted group

Students aged 6 to 10



Level

Advanced



Materials



Activity steps

- The teacher asks students to listen to the following story:



Story box

Hong's cousin is in a wheelchair and has a medical condition called cerebral palsy. She can't walk, but she can use her hands, talk and think like the rest of the children of her age. Hong loves to hang out with her because she is always in a great mood and loves to laugh. Hong's cousin also loves to paint, and she is really good at it. Some children didn't know how to approach her at first, so she felt left out for a while, but as the time passed by, they realised she is just like them and they found a great friend in her.



Conclusion



Contents useful to provide support to teachers' and students' mental health due to COVID-19 emergency



Step-by-steps activities that can be embedded and adapted



Practical tips to promote school climate, social inclusion, and civic education



"Relational spaces" to enhance teacher-student relationship, interest and to discuss about emotional topics



Different methodologies including the use of media resources online tools



Innovative approach on teachers' mental health

Thanks for your attention



- promehs.italy@gmail.com
- www.promehs.org
- www.facebook.com/promehs
- <https://www.youtube.com/channel/UCtA4vDd54uavNHQ0QRoKuPg/featured>
- www.linkedin.com/company/promehs-promoting-mental-health-at-schools
- <https://www.researchgate.net/project/Promehs-Project-Promoting-Mental-Health-at-Schools>

