



AHEAD inVET

NICE THAT YOU'RE HERE!

MENTAL HEALTH IN VOCATIONAL EDUCATION

PRESENCE TRAINING



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EXELIA



HS TECNICO PROFESSIONALE
SPAGNA - CAMPANI
SPOLETO

uniri

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INTRODUCTION

The “**AHEAD in VET**” project is co-funded by the **European Union** and is part of the **Erasmus+** programme.

Mental health is becoming a **big challenge** in education, especially in VET (Vocational Education and Training) schools. Teachers and trainers often deal with their own stress, as well as the emotional needs of their students. Problems like stress, isolation, online learning, and the effects of the COVID-19 pandemic have made things even harder for students. Because of this, mental health is now a **key topic** in education.

The AHEAD in VET project wants to start a European conversation about mental health. It aims to reduce stigma, make it easier to talk about mental health, and help teachers and trainers build the skills they need. Educators are often expected to support students emotionally, but they don't always have the training or tools to do this well.

CONTENT LIST

- 1. What is Mental Health?**
- 2. Context and framing mental health in VET and education**
- 3. Psychological development**
- 4. Psychosocial disabilities**
- 5. Other health or social issues**
- 6. Organising for mental health and communication skills**
- 7. Understanding and dealing with mental health issues**
- 8. Resilience**

MODULE 1: WHAT IS MENTAL HEALTH?

MODULE OBJECTIVES:

By the end of this unit, learners will be able to:

- Define what mental health is and explain its importance;
 - Identify common mental health disorders and their symptoms;
 - Recognize the impact of stigma and misconceptions surrounding mental health;
 - Describe healthy coping strategies and self-care practices to support mental well-being.
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INTRODUCTION

Mental health refers to a person's emotional, psychological and social well-being.

→ Why is psychological well-being important?

- Psychological well-being is essential to maintaining emotional balance and a good quality of life;
 - A good mental state helps you to manage stress, relate positively with others and make more informed decisions.
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DEFINITION OF MENTAL HEALTH FOR WHO

"Mental health is a state of well-being in which each individual realizes his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and can make a contribution to their community."

FACTORS AFFECTING MENTAL HEALTH

- 1) **Genetic factors:** genetic predisposition can influence vulnerability to certain mental disorders, such as depression or anxiety;
 - 2) **Family, social and cultural environment:** a stable and supportive family environment promotes psychological well-being. Loneliness and social isolation are risk factors;
 - 3) **Life experiences and traumas:** traumatic events, such as abuse, loss of loved ones, or experiences of violence, can have a lasting impact on mental health;
 - 4) **Lifestyles and behaviour:** diet, physical activity, habits, sleep.
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COMMON MENTAL HEALTH DISORDERS

- **Anxiety**
 - **Depression**
 - **Post-traumatic stress disorder (PTSD)**
 - **Eating disorders**
 - **Psychotic disorders (e.g. schizophrenia)**
 - **Behavioural disorders (e.g. ADHD)**
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ANXIETY

Anxiety is a natural response of the body to perceived threatening or stressful situations.

It manifests as concern, apprehension or fear of future events, but can become problematic when it is excessive or persistent.

→ Types of anxiety disorders:

- Panic attacks;
 - Phobias;
 - Generalized anxiety (GAD).
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DEPRESSION

Depression is a psychological disorder characterized by a persistent feeling of sadness, lack of hope and loss of interest in daily activities.

→ Common symptoms of depression:

- 1) **Emotional:** deep and continuous sadness, feeling of emptiness, despair, or continued futility, anxiety;
 - 2) **Physical:** fatigue and lack of energy, sleep disturbances, changes in appetite;
 - 3) **Cognitive:** difficulty in concentrating or making decisions, negative and self-critical thoughts;
 - 4) **Behavioural:** social isolation, avoidance of people and activities, inability to feel pleasure.
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POST-TRAUMATIC STRESS DISORDER (PTSD)

Post-traumatic stress disorder (PTSD) is a psychological condition that can develop after experiencing an extremely stressful traumatic event, such as accidents, violence, natural disasters, fighting in war, or physical and sexual abuse.

PTSD can affect emotions, thoughts and behaviors, causing significant discomfort and difficulty in everyday life.

EATING DISORDERS

Eating disorders are psychological conditions characterised by extreme eating behaviour, which can have a negative impact on physical, psychological and social health. These disorders are often related to weight, body image and control concerns.

→ Types of eating disorders:

- **Anorexia:** extreme restriction of calories, intense fear of gaining weight, distortion of the body image;
 - **Bulimia:** episodes of binge eating followed by purging behaviors to prevent weight gain;
 - **Disorder of uncontrolled eating:** recurrent episodes of binge without attempts to purge.
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PSYCHOTIC DISORDERS

Psychotic disorders are characterized by a loss of contact with reality, which can result in the perception of things that do not exist (hallucinations) or erroneous and irrational beliefs (delusions).

→ Common symptoms of psychotic disorders:

- Hallucinations;
 - Deliri;
 - Disorganized thinking or behaviour.
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→ Main psychotic disorders:

- 1) **Schizophrenia:** symptoms such as delusions, hallucinations, disorganized thinking and bizarre behaviour. Often it begins during adolescence or young adulthood;
 - 2) **Short-term psychotic disorder:** a psychotic episode lasting less than one month and which can be triggered by severe stress or trauma;
 - 3) **Schizoaffective disorder:** combines psychotic symptoms (such as delusions and hallucinations) with symptoms of mood disorders (such as depression or mania);
 - 4) **Substance-induced psychotic disorders:** drug use (such as cannabis, cocaine, hallucinogens, or alcohol) can cause psychotic episodes.
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BEHAVIOURAL DISORDERS

Behavioral disorders are psychological conditions that affect behavior, impulse control, and self-control. These disorders can interfere with daily life, social relations, and school or work performance.

- Causes of behavioural disorders:
genetic factors, environmental factors, neurobiological factors, psychological factors.
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→ Types of behavioral disorders:

- 1) **Attention Deficit/Hyperactivity Disorder (ADHD):** difficulty in concentration, impulsiveness and hyperactivity;
 - 2) **Conduct Disorder (CD):** aggressive, violent, or antisocial behavior that violates the rights of others or social norms;
 - 3) **Provocative Opposite Disorder (ODD):** attitudes of hostility, disobedience and provocation towards authority figures such as parents, teachers or other adults;
 - 4) **Disorder of emotional dysregulation:** difficulty in managing strong emotions, which can lead to outbursts of anger, emotional crises or exaggerated reactions.
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MENTAL HEALTH IN ADOLESCENCE

Adolescence is a critical transition period between childhood and adulthood, characterized by significant physical, psychological and emotional changes. During this period, young people develop their identity, explore new social relationships and confront educational and family challenges.

→ Main challenges:

1) Hormonal changes: hormonal fluctuations affect mood and emotions, leading to mood swings, irritability and sometimes depressive episodes;

2) Social and scholastic pressures: desire for belonging and confrontation with peers can increase anxiety and stress. Fear of social rejection and the desire to conform to the group can lead to risky behaviour;

3) Self-esteem and identity problems: adolescents explore their identity and place in the world, and this can lead to a crisis of self-esteem, confusion or doubts about themselves;

4) Influence of social media: social media can be a source of stress and anxiety, increasing feelings of loneliness and isolation;

5) Family and social factors: family conflicts or an unstable environment can contribute to disorders such as depression, anxiety and behavioral disorders.

Access to substances (such as alcohol, drugs) can be an additional risk factor for the development of psychological problems.

MODULE 2: CONTEXT AND FRAMING MENTAL HEALTH IN VET AND EDUCATION

MODULE OBJECTIVES:

In this module we will:

1. Understand the importance of Mental Health in the educational context;
 2. Recognize and address Mental Health problems among students.
 3. Topics:
 - legal safety;
 - crisis management for teachers and trainers.
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EXERCISE: GOOD THINGS

QUESTION:

What good thing(s) has already happened to you today?

Think about your day so far. Has anything good or nice happen to you? Even if the day did not start well there might some little moments that felt nice or good. Share with the group or with the person sitting next to you about good thing(s) that have happen to you. Write that in your diary.

1. IMPORTANCE OF MENTAL HEALTH IN THE EDUCATIONAL CONTEXT:

1. Student wellbeing:

mental health directly impacts students' overall well-being, including their feelings of happiness, satisfaction, and accomplishment;

1. Academic performance:

students with good mental health tend to perform better. Managing stress and emotions helps improve concentration and motivation;

3. Prevention of discomfort:

an educational environment that promotes mental health can prevent the onset of problems such as anxiety and depression, reducing the risk of dropping out of school;

4. Interpersonal relationships:

mental health affects the quality of relationships between students, between students and teachers, and between school staff members. Good relationships foster a positive learning environment;

1. IMPORTANCE OF MENTAL HEALTH IN THE EDUCATIONAL

CONTEXT:

5. **Development of social skills:**

promoting mental health helps students develop essential social skills, such as empathy, communication and conflict management;

6. **Inclusion and diversity:**

a strong focus on mental health fosters an inclusive environment, where all students, regardless of their personal experiences, feel welcomed and supported;

7. **Sustainability of the educational institution:**

schools that invest in mental health tend to experience lower rates of conflict and bullying, creating a more stable and safe environment;

8. **Resilience education:**

teaching students how to cope with difficulties and develop resilience prepares them to face future challenges, both personal and professional.

2. RECOGNIZE AND ADDRESS MENTAL HEALTH PROBLEMS AMONG STUDENTS:

Recognizing and addressing Mental Health issues among students is critical to their educational success and well-being.

By creating a supportive environment and providing necessary resources, we can help students overcome challenges and thrive.

2. RECOGNIZE AND ADDRESS MENTAL HEALTH PROBLEMS AMONG STUDENTS:

1. Recognize the warning Signs

Behavioral changes: watch for changes in behavior, such as withdrawal, irritability, or loss of interest in previously enjoyed activities.;

Academic difficulties: declining school performance, absenteeism or difficulty concentrating;

Emotional problems: signs of anxiety, persistent sadness, angry outbursts, or frequent crying;

Physical changes: physical symptoms such as headaches, gastrointestinal distress, or excessive tiredness.

2. RECOGNIZE AND ADDRESS MENTAL HEALTH PROBLEMS AMONG STUDENTS:

2. Create a supportive environment

Safe space: promote an environment where students feel free to express their concerns without fear of judgment;

Educator training: train school staff to recognize signs of distress and respond appropriately.

2. RECOGNIZE AND ADDRESS MENTAL HEALTH PROBLEMS AMONG STUDENTS:

3. Proactive interventions

Awareness programs: implement mental health education programs for students and families to increase awareness and reduce stigma;

Group activities: promote activities that promote socialization and inclusion, such as creative or sports workshops.

2. RECOGNIZE AND ADDRESS MENTAL HEALTH PROBLEMS AMONG STUDENTS:

4. Resources and support

Access to professionals: ensure students have access to school counselors or psychologists who can provide one-on-one support.

Hotlines: create a support network, such as hotlines or drop-in groups, for students who need immediate help.

2. RECOGNIZE AND ADDRESS MENTAL HEALTH PROBLEMS AMONG STUDENTS:

5. Collaboration with families

Family involvement: inform and involve families in the mental health education process, to recognize signs of distress at home.

Open communication: establish effective communication channels between schools and families to monitor student well-being.

RESOURCES AND CHALLENGES

Where do you see your personal resources and challenges in the context of mental health in vocational education?

Write topics on cards (1 topic per card)

Green: Resources

Red: Challenges

Cluster results and find headings

RESOURCES AND CHALLENGES

- **What stands out?**
- **Which topics can I influence as a teacher?**

RESOURCES AND CHALLENGES

- **What issues are most important for your mental health?**

=> Mark them with the 3 adhesive dots (1 dot per topic)

RESOURCES AND CHALLENGES

- **How does the challenge manifest itself?**
- **How can this problem be reduced or solved (short term, medium term, long term)?**

LECTURE - EXPERT KNOWLEDGE

- ✓ Dealing with stigmata and ethical-legal Aspects
- ✓ Safety questions for teachers and trainers
- ✓ Integration of mental health into the curriculum

3. TOPICS: LEGAL SAFETY

There are various national and international regulations that guarantee legal certainty in the field of mental health:

International legislation:

- United Nations Convention on the Rights of Persons with Disabilities (CRPD);
- European Convention on Human Rights (ECHR);

National legislation corresponding to each individual country:

- For example Italy: Law 833/1978, Civil code
- For example Austria: Gesetz 833/1978, Bürgerliches Gesetzbuch

3. TOPICS: LEGAL SAFETY

Legal security in schools:

Protection against discrimination: the law provides that students with mental disorders are treated equally and have the right to attend school in an inclusive environment, without suffering forms of exclusion or bullying.

Access to psychological and psychoeducational support: schools must guarantee psychological support services for students with mental disorders. This includes support programs, psychological consultations and personalized educational paths that promote their well-being.

Rights of students with mental disabilities: students with mental disorders are protected by national and international laws that recognize their right to receive an adequate and inclusive education. In Italy, Law 104/1992 guarantees the right to education for people with disabilities, including mental disorders.

3. TOPICS: CRISIS MANAGEMENT FOR TEACHERS AND TRAINERS

Objectives of crisis management:

- Ensure the safety of students, teachers and staff;
- Minimize the physical, psychological and emotional damage resulting from the crisis;
- Restore normality quickly, supporting the recovery and well-being of students and staff.

Crises can be of different nature. For examples:

- Psychological and emotional crises;
 - Behavioral crises;
 - Health emergencies.
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GENERAL CONCLUSION AND FEEDBACK:

Reflect on the day and make notes in your diary:

What did I learn today?

What did I like today?

What was the highlight?

What nice things will I tell others today?

What should I keep in mind for the future?

MODULE 3: PSYCHOLOGICAL DEVELOPMENT

MODULE OBJECTIVES:

- **Develop understanding:** Get to know the most important theoretical approaches in developmental psychology (childhood, adolescence, adulthood).
 - **Interpreting psychological development in adolescence:** Understanding important aspects and developing age-appropriate approaches in the classroom.
 - **Appreciate individual differences:** Recognize different coping strategies for loss and death and promote psychosocial growth and resilience.
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REFLECTION EXERCISE

- Best childhood memory?
- Best memory of school?
- Favorite teacher and why?

=> Exchange in the group and written documentation in the diary.

MAIN THEORIES OF DEVELOPMENTAL PSYCHOLOGY

Jean Piaget: cognitive development

Four stages of mental development:

1. **Sensorimotor (0–2 years):** development through sensory experiences and motor actions;
 2. **Preoperational (2–7 years):** symbolic thinking and language, but limited logic;
 3. **Concrete-operational (7–11 years):** development of logical thinking, understanding of sets and categories;
 4. **Formal-operational (from 12 years):** abstract thinking and hypothesis formation.
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MAIN THEORIES OF DEVELOPMENTAL PSYCHOLOGY

Erik Erikson: Psychosocial stages

Eight stages, each with a central conflict:

Adolescence: “Identity vs. role confusion” – development of a stable self-image and social roles.

Early adulthood: “Intimacy vs. isolation” – building close relationships.

MAIN THEORIES OF DEVELOPMENTAL PSYCHOLOGY

Lawrence Kohlberg: moral development

Three main levels, each with two sub-levels:

1. **Preconventional:** obedience and self-interest;
 2. **Conventional:** social norms and law-abiding behavior;
 3. **Postconventional:** universal ethical principles and individual conscience.
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DEVELOPMENTAL STAGES AT A GLANCE

Childhood: basic education in cognition, language and social interaction;

Adolescence: identity formation, social relationships, emotional challenges;

Adulthood: self-actualization and life goals.

FOCUS: DEVELOPMENT IN ADOLESCENCE

Identity formation (Erikson: identity vs. role diffusion);

Emotional challenges: hormonal fluctuations, self-esteem problems;

Social relationships: peer groups, conflicts with authority figures.

PEDAGOGICAL IMPLICATIONS OF DEVELOPMENTAL PSYCHOLOGY

- Promoting independence;
 - Support in finding one's identity;
 - Sensitivity to emotional and social challenges.
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THEORY AND EVERYDAY LIFE

- **Which situations in everyday school life fit the theories?**
 - **How can we use developmental psychology to improve learning and relationships?**
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EXERCISE: CASE STUDY DEVELOPMENTAL PSYCHOLOGY

Analysis of case studies (from your own school life or from the following examples)

Discussion: which development tasks are in focus?

Reflection: how can you support as a teacher?

CASE STUDY 1

Aylin (17 years old)

Description: Aylin has recently experienced a family loss and is often absent. Her friends report that she is becoming increasingly isolated at school.

Developmental tasks: dealing with loss and death. Promoting resilience and emotional stability.

Reflection: what conversations and offers could help Aylin?
What cultural and individual differences need to be taken into account?

Discussion and reflection: which developmental tasks are in the foreground in each case?
Which methods of developmental psychology can be used? How can teachers provide targeted support and promote resilience?

CASE STUDY 2

Tobias (16 years old)

Description: Tobias is very gifted in technology and wants to become an engineer. However, he shows increasing indifference towards school subjects that he considers "unimportant" and shows little commitment in class.

Developmental tasks: promoting intrinsic motivation and long-term perspective.
Developing a sense of responsibility for one's own future plans.

Reflection: how can you show Tobias that all subjects are important for his development?
What approaches encourage his motivation and hard work?

CASE STUDY 3

Ahmed (18 years old)

Description: Ahmed has only been living in Austria for three years. He struggles with language barriers and cultural differences, but has ambitious goals. However, he often feels excluded and does not dare to participate actively in class.

Developmental tasks: integration into the social community. Strengthening self-confidence and intercultural competence.

Reflection: what measures can help Ahmed integrate? How can the class create a more inclusive environment?

CASE STUDY 4

Jonas (18 years old)

Description: Jonas has no clear career goals and feels disorientated. He spends a lot of time playing computer games and is often late or absent from class. His teachers report a lack of discipline.

Developmental tasks: finding identity and career orientation. Developing self-discipline and independent action.

Reflection: what counseling services could help Jonas to develop perspectives? How can the teacher encourage his personal responsibility?

EMOTIONAL REACTIONS TO LOSS

- **Reactions:** sadness, anger, guilt;
 - **Coping strategies:** emotional support, giving time, open conversations;
 - **Cultural perspectives - differences** in dealing with death and grief between cultures;
 - Importance of **individual rituals** and values.
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SUICIDE PREVENTION AMONG ADOLESCENTS

Recognize warning signals:

- **Behavioral changes:** withdrawal, decline in performance, self-harm;
 - **Verbal cues:** statements such as “It all makes no sense anymore”;
 - **Emotional signs:** hopelessness, extreme mood swings.
-

SUICIDE PREVENTION AMONG ADOLESCENTS

Risk factors:

- **Mental illnesses** (e.g. depression, anxiety disorders);
 - **Experienced trauma** (abuse, violence, loss);
 - **Social isolation and bullying;**
 - **Pressure to perform and fear of the future.**
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SUICIDE PREVENTION AMONG ADOLESCENTS

Promote protective factors:

- Stable **social relationships** and support;
 - Access to **psychological counseling**;
 - Promoting **resilience and self-esteem**.
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SUICIDE PREVENTION AMONG ADOLESCENTS

Communication with at-risk youth:

- **Open conversation:** “I’m worried about you. Do you want to talk about it?”;
 - **Active listening:** take feelings seriously, do not make judgments;
 - **Show offers of help:** provide access to counseling centers, school psychologists or crisis services.
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SUICIDE PREVENTION AMONG ADOLESCENTS

Preventive measures:

- **Raising** awareness and educating in the school environment;
- **Training** in emotional management and conflict resolution;
- **Building** a network of teachers, parents and specialist agencies.

Guiding principle: “Openness, listening and support can save lives.”

PLENARY DISCUSSION – SHARING EXPERIENCES

- Reflection on personal challenges
 - Which strategies have proven successful?
 - Exchange of success stories
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REFLECTION

- What gives you meaning in life?
 - What tasks do you see in your life?
 - How important are professional tasks in your life?
 - What talents and skills do you use in your tasks?
 - What do you achieve through your tasks?

 - How do you see yourself and your environment in a year?
 - What did your future self leave as it was and what was it willing to let go of?
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MODULE 4: PSYCHOSOCIAL DISABILITIES

MODULE OBJECTIVES:

Know the following psychosocial disabilities:

- Mood and anxiety disorders;
 - Conduct disorders;
 - Psychotic disorders, and developmental disorders, exploring their symptoms, risk factors, clinical characteristics, and impact on learning across different stages of development and educational contexts.
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WHAT IS PSYCHOLOGICAL DISABILITY?

- Psychological disability is a concept that refers to significant difficulties or limitations in a person's psychological and cognitive functions, which can negatively affect their well-being, adaptive abilities and participation in normal daily activities.
 - Impact of Psychological Disability:
 - Difficulties in interpersonal relationships;
 - Professional or educational difficulties;
 - Limitations in daily activities;
 - Impaired self-esteem and emotional well-being.
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TYPES OF PSYCHOLOGICAL DISABILITY - DEPRESSION

Depression is a mood disorder that involves various psychological, emotional and physical symptoms. It can affect anyone, regardless of age, gender, marital status or social class, and can present itself in different forms, depending on the severity and duration of the symptoms.

Main symptoms:

- Persistent sadness or feeling of emptiness that lasts for weeks or months;
 - Loss of interest or pleasure in activities that were once enjoyable (such as hobbies, socializing, work);
 - Fatigue and lack of energy, even after resting;
 - Difficulty concentrating, making decisions and memory;
 - Changes in appetite or sleep (insomnia or hypersomnia, increase or loss of appetite);
 - Feelings of worthlessness, guilt and low self-esteem.
 - Thoughts of suicide or death.
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TYPES OF PSYCHOLOGICAL DISABILITY - ANXIETY

Anxiety disorder is a psychological condition characterized by a persistent state of worry, apprehension and tension, which may be disproportionate to the situation or event that triggers it.

The precise causes of anxiety disorder are not fully understood, but are believed to be the result of a combination of biological, psychological, and environmental factors.

- A. Genetic factors;
 - B. Chemical imbalances in the brain;
 - C. Psychological factors;
 - D. Environmental factors and stress.
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TYPES OF PSYCHOLOGICAL DISABILITY - ADHD

ADHD (Attention Deficit Hyperactivity Disorder), known in Italian as Attention Deficit/Hyperactivity Disorder, is a neuropsychiatric neurodevelopmental disorder that manifests itself with difficulty maintaining attention, impulsiveness and hyperactivity.

Causes of ADHD:

- Genetics;
- Neurobiological factors;
- Environmental factors.

Treatment of ADHD is generally multimodal, combining behavioral therapy, psychological interventions, and, in some cases, medications.

TYPES OF PSYCHOLOGICAL DISABILITY - AUTISM SPECTRUM

The term "autism spectrum" refers to the **DISORDERS** variety of symptoms and manifestations associated with this condition, which affects brain development. People with autism spectrum disorders may have difficulties in social interaction, verbal and nonverbal communication, and may exhibit repetitive or ritualistic behaviors. Other common features include sensory difficulties, such as an excessive or reduced response to sensory stimuli (light, sound, touch), and an intense interest in specific topics.

Symptoms of autism spectrum disorder vary widely, but can be divided into two main areas:

- Difficulties in social interactions and communication;
- Repetitive behaviors;
- Restricted interests.

Causes of autism spectrum disorders:

- Genetics;
- Neurobiological factors;
- Environmental factors.

IMPACT ON DAILY LIFE

How these conditions affect the behaviour, emotions and cognitive abilities of students.

Behavior:

- Difficulty in self-control and management of emotions (impulsivity, aggressive or self-destructive behavior: In some cases, particularly in disorders such as Rett syndrome or autism spectrum disorders, difficulty following rules);
 - Difficulty in social interactions;
 - Routines and changes.
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IMPACT ON DAILY LIFE

How these conditions affect the behaviour, emotions and cognitive abilities of students.

Emotions:

- Anxiety and stress;
 - Frustration;
 - Low self-esteem;
 - Intense emotions and difficulties in emotional regulation.
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IMPACT ON DAILY LIFE

How these conditions affect the behaviour, emotions and cognitive abilities of students.

Cognitive abilities:

- Memory and learning (short-term memory, slow learning);
 - Problem-solving and abstract thinking (difficulty in problem-solving and prevalence of concrete thinking);
 - Poor attention and concentration.
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SUPPORT STRATEGIES FOR SCHOOL INTEGRATION

Students with mental disabilities benefit from personalized interventions and adequate support to address cognitive, emotional and behavioral challenges. Some approaches include:

- Individualized teaching and curricular adaptations (e.g. the use of visual materials, adapting the educational program to individual needs);
 - Behavioral support: Using behavioral management strategies to help students improve emotional control and behavior, such as the use of positive reinforcement and self-regulation techniques;
 - Psychological and social support: Therapies such as behavioral psychotherapy or psychological support can help students manage anxiety and frustration.
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PRACTICAL EXAMPLES

Anecdotes or case studies to illustrate how these symptoms can occur in schools.

MODULE 5: OTHER HEALTH OR SOCIAL ISSUES

MODULE OBJECTIVE:

- 1) Help teachers understand the mental health implications associated with the following topics challenges, enabling them to support students' overall well-being and guide them towards positive outcomes.
 - 2) Through this lesson, teachers are better prepared to create a learning environment that is supportive, inclusive, and responsive to the unique needs of all students.
 - 3) **Topics:**
 - Learning difficulties and cognitive impairment;
 - Somatic illness;
 - Physical disabilities;
 - Social disadvantages;
 - Substance use.
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ENERGIZER ACTIVITY: TWO TRUTHS AND A LIE

- **Instructions:**
 1. I'll go first to break the ice: I'm going to share three statements about myself:
 - **Two statements are true**
 - **One statement is false**
 2. Your job is to guess which one is the lie.
 3. After you've guessed, I'll reveal the lie and I might share some fun details about the true statements.
 - **Participant turns:** then we'll go around the group, and each of you will take a turn. When it's your turn, you'll share three statements about yourself and the group will guess which one isn't true.
 - **Goal:** add a fun, interactive element to the session while encouraging participants to get to know each other better.
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THEMATIC STUDY: SPECIFIC DISORDERS

- In-depth exploration of specific disorders introduced in the previous session.
 - Goal: understand how different disorders affect learning and recognize key signs to look for.
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ADAPTATIONS IN CLASS

- **Concrete examples of adaptations:**
 - Frequent breaks: when and how to use them to help students stay focused;
 - Fragmented tasks: assign tasks in manageable steps;
 - Use of technology: assistive tools for students (e.g., audio resources, screen readers).
 - **Why It matters:** making learning accessible by adapting the environment.
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EMOTIONAL SUPPORT

- **Empathic communication:** strategies to build trust and show empathy;
 - **Psychological support:** simple techniques to create a safe and supportive classroom environment;
 - **Importance:** emotional well-being as a foundation for effective learning.
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COLLABORATION WITH PROFESSIONALS

Working with specialists:

- **Psychologists:** for mental health support;
 - **Therapists:** for physical or speech therapy;
 - **Other specialists:** occupational therapists, special education consultants;
 - **Benefit:** leverage professional expertise to support students' needs.
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USEFUL CONTACTS AND RESOURCES

- Local organisations
 - Regional educational resources
 - Online platforms
 - Local libraries
 - Community centers
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VIDEOS AND TESTIMONIALS

- **Real stories:** short video clips of students and teachers sharing experiences and successes.
 - **Purpose:** humanize the challenges and inspire with real-world examples.
-

ADDITIONAL NOTES AND ENGAGEMENT ACTIVITIES

- **Audience interaction:**
 - **Questions:** reflect on thought-provoking questions together.
 - **Quick surveys:** provide immediate feedback on topics discussed.
 - **Group discussions:** share personal insights and experiences.
 - **Goal:** keep attention high and encourage active participation.
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BRAINSTORMING: INCLUSION IN SCHOOLS

- **Group activity:** divide into groups and work together to brainstorm inclusion strategies.
 - **Focus areas:** each group addresses a specific aspect:
 - **Behavior management;**
 - **Emotional support;**
 - **Curriculum Adaptation.**
 - **Outcome:** every group present their ideas to the rest of the participants.
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SUMMARY AND DISCUSSION

- **Collective discussion:** review the morning session, summarizing main points.
 - **Best practices:** identify and discuss the best practices that emerged during the brainstorming.
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INTERACTIVE WORKSHOP: DESIGNING AN INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

- **Small group activity:** Work in small groups on case studies to develop an individualized education plan for students with learning difficulties, somatic illnesses, physical disabilities, social disadvantages, or substance use issues.
 - **Resources provided:**
 - **Sample IEP model;**
 - **Guidelines from the expert.**
 - **Goal:** develop skills in creating personalized education plans for diverse student needs.
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LAB ON EFFECTIVE COMMUNICATION TECHNIQUES

- **Practical session:** practice effective communication with students with learning difficulties, somatic illnesses, physical disabilities, social disadvantages and substance use.
 - **Activities Include:**
 - **Role-play:** simulations to practice active listening, conflict management, and empathic communication.
 - **Objective:** strengthen communication skills to support student well-being and inclusion.
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FINAL REFLECTIONS AND FUTURE PLANNING

- **Implementation discussion:** how to apply learned strategies in participants' schools.
- **Personal commitments:** each participant shares a personal action plan to improve inclusion.
- **Feedback:** collect feedback on the session and distribute support materials.

REFLECTION QUESTIONS FOR MENTAL HEALTH DIARY

- **Suggested reflection prompts:**
 - Who are the people that positively impact you?
 - Who would you like to spend more time with, and how can this be achieved?
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CONCLUSION AND ROUND TABLE DISCUSSION

- **Round Table:** A final discussion to compare experiences and practical solutions.
 - **Reflection:** Participants share insights and practical ideas for future application.
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MODULE 6: ORGANISING FOR MENTAL HEALTH AND COMMUNICATION SKILLS

MODULE OBJECTIVES:

- Understanding the concepts and levels of prevention in mental health;
 - Learning effective communication and conflict resolution skills;
 - Developing empathy and compassion in vocational education;
 - Discussion of best practices in school-based prevention and regional support services;
 - Practical exercises and group work to deepen understanding.
-

EXERCISE: SOCIAL SUPPORT

Social support is crucial for mental well-being.

- Think of three situations in which you received social support from a colleague or manager.
- Reflect on these situations and record these moments in your diary.

Aim of the exercise: appreciate support and promote a positive feedback culture.

PREVENTION

- **Primary prevention:** preventing mental health problems before they occur;
 - **Secondary prevention:** early detection and early intervention;
 - **Tertiary prevention:** dealing with long-term effects and preventing relapses.
-

GROUP WORK: PREVENTION MEASURES

Identification of prevention measures at different levels in the professional context.

For example:

- Primary prevention: team building measures, regular training on stress management;
 - Secondary prevention: introduction of mentoring programs, support in identifying stress signals;
 - Tertiary prevention: provision of psychological support or coaching after stressful events.
-

COMMUNICATION AND CONFLICT RESOLUTION

Theoretical models:

- **Sender-receiver model:** how information can be transmitted and misunderstood;
 - **4-ears model (Schulz von Thun):** the different levels of communication (factual content, self-disclosure, relationship, appeal);
 - **Conflict resolution approaches:** cooperative conflict resolution: Win-win situations through open and respectful communication;
 - **Mediation:** a neutral mediator helps resolve conflicts.
-

COMMON CAUSES OF CONFLICT

- **Communication problems:** misunderstandings, unclear messages;
 - **Resource conflicts:** disputes over time, budget or materials;
 - **Value conflicts:** different personal or cultural values;
 - **Emotions:** stress, frustration or insecurity;
 - **Power struggles:** disagreement about roles and responsibilities.
-

NONVIOLENT COMMUNICATION

Techniques of non violent communication (NVC) according to Marshall B. Rosenberg:

- **Observation without evaluation:** focusing on objective facts;
- **Expressing feelings:** naming your own emotions without assigning blame;
- **Formulating needs:** clarifying your own needs;
- **Requests instead of demands:** formulate wishes without pressure;
- **Active listening:** mirroring the statements of the conversation partner to show understanding.

EXERCISE: NONVIOLENT COMMUNICATION

Aim of the exercise: reflection on a past situation from everyday work at school and the application of the four NVC steps.

Questions for reflection:

- What was the initial situation?
- How did I feel in this situation?
- What need was violated and how do I formulate it?
- What would I have wanted, what could my request be?

CASE STUDIES – GROUP WORK: CONFLICT RESOLUTION IN THE SCHOOL ENVIRONMENT

- **Analyze conflict situations in your professional environment and develop solution strategies**

=> Discussion and exchange of experiences

ACTIVE LISTENING

What is active listening?

A technique in which listeners fully engage with the speaker. Listeners show that they are paying attention by acknowledging something (e.g., "I understand").

Steps of active listening:

- **Paraphrase:** repeat what the speaker said to avoid misunderstandings;
- **Confirm verbally and nonverbally:** show attention by nodding or making short statements such as “Yes, I understand.”
- **Ask questions:** ask open-ended questions to create clarity and deepen the conversation.

EMPATHY AND COMPASSION

Empathy: the ability to understand another person's feelings and perspectives.

Compassion: the motivation to help another when he or she is suffering.

Importance in vocational education: empathy and compassion promote a supportive and respectful environment that leads to a better working atmosphere.

Research: studies show that empathy in teacher training leads to better student behavior and improved outcomes.

EXERCISE: CHANGE OF PERSPECTIVE

Aim of the exercise: to promote understanding of different perspectives, empathy, non-violent communication and active listening.

- **Form four groups.** Each group will work on a specific perspective regarding school reforms for better mental health (e.g. students, parents, teachers, or politicians).

- **Next Step – Round Table Discussion:**

Once the group work is complete, you will exchange perspectives in a round table discussion. Sit in a circle to encourage open dialogue. A moderator will help keep the discussion structured and balanced.

- **Important:**

During the discussion, make sure to practice non-violent communication and active listening.

SUCCESS FACTORS FOR MENTAL HEALTH PROGRAMS

Holistic approach: integration into everyday school life and curriculum;

Participation: involvement of students, teachers and parents;

Low-threshold access: easy availability of support services;

Destigmatization: education and reduction of stigmatization;

Sustainability: long-term planning and firm anchoring in the curriculum;

Internal support: guidance counselors, peer mediators, school psychologists;

Networking: cooperation with external specialist agencies and advisory services.

SUCCESS FACTORS FOR MENTAL HEALTH PROGRAMS

Evaluation: regular review and adaptation of the programs;

Individual support: flexible and personalized offers;

Digital support: apps and online tools for stress management;

Positive school culture: appreciative interaction and recognition;

Prevention before intervention: building resilience and stress management;

Role model function: teachers as multipliers of good practice.

EXPERIENCE REPORT: SCHOOL PSYCHOLOGY

- A wide range of **tasks** , from crisis intervention to long-term support for students.
 - **Challenges:** Lack of resources, stigmatization of mental health problems, resistance from students or parents.
 - **Success stories.**
-

RESEARCH ON MENTAL HEALTH SERVICES

Review the resources provided and research additional information about local mental health services .

Discuss results: which programs and services do you find particularly helpful? Where do you see gaps in care?

Goal: to give you the opportunity to familiarize yourself with the offers in your own region.

FEEDBACK AND REFLECTION

“Truffle Pig” method:

Focus on the positive! Which aspects of today's session were particularly helpful?

Supporting questions for reflection – for your “delicacy booklet”:

- What did I learn today?
 - What was good for me today?
 - What was the highlight?
 - What good things will I tell others today?
 - What should I remember for the future?
-

MODULE 7: UNDERSTANDING AND DEALING WITH MENTAL HEALTH ISSUES

MODULE OBJECTIVES:

Identify and assess interpersonal and intrapersonal challenges affecting students' mental health and well-being.

- Interpersonal problems and conflicts;
- Intrapersonal challenges and mental health, understand how these issues manifest and influence students, and learn strategies for addressing conflicts and fostering positive relationships;
- Implement preventive measures and intervention strategies to address risk factors related to addiction, stress, and the impact of technology on well-being;
- Addictions and dependencies;
- Stress;
- Influence of modern technology on well-being, develop skills in crisis intervention, stress management, and promoting self-care practices that support the mental health of both students and teachers.

LEARNING UNIT 1: INTERPERSONAL PROBLEMS AND CONFLICTS

- **Overview:** explore common interpersonal issues that impact student well-being, including:
 - Bullying;
 - Aggression and disruptive behavior;
 - Peer pressure and social exclusion.
 - **Key goals:**
 - Recognize signs of interpersonal problems and conflicts;
 - Learn strategies to mediate conflicts and promote a positive classroom environment.
 - **Discussion points:**
 - What interpersonal challenges are most common in your school?
 - How can teachers support students in conflict resolution?
-

LEARNING UNIT 2: INTRAPERSONAL CHALLENGES AND MENTAL HEALTH

- **Overview:** focus on internal struggles and mental health issues that affect students' emotional well-being, including:
 - Anxiety and depression;
 - Low self-esteem;
 - Emotional regulation difficulties.
 - **Key goals:**
 - Understand how intrapersonal challenges manifest in behavior and learning;
 - Learn supportive techniques to help students develop resilience and emotional regulation.
 - **Reflection questions:**
 - How do intrapersonal challenges affect student learning and behavior?
 - What support structures can schools provide?
-

LEARNING UNIT 3: ADDICTIONS AND DEPENDENCIES

- **Overview:** identify and address various forms of addiction and dependency that can impact students, such as:
 - Substance abuse;
 - Technology and internet addiction;
 - Dependencies on peer approval or social media.
 - **Key goals:**
 - Recognize the early signs of addiction and dependency;
 - Develop intervention strategies and preventive measures.
 - **Discussion points:**
 - How can teachers identify and address addictive behaviors in students?
 - What preventive strategies can be implemented in schools?
-

LEARNING UNIT 4: STRESS

- **Overview:** understand the causes and effects of stress on students, which can stem from:
 - Academic pressure;
 - Family issues;
 - Social and extracurricular demands.
 - **Key goals:**
 - Identify stress indicators in students and learn to support stress management;
 - Implement classroom techniques that promote a balanced workload and self-care.
 - **Reflection questions:**
 - What are the main sources of stress for students?
 - How can teachers help students develop coping mechanisms for stress?
-

LEARNING UNIT 5: INFLUENCE OF MODERN TECHNOLOGY ON WELL-BEING

- **Overview:** examine how technology impacts students' mental and physical well-being, covering topics such as:
 - Screen time and its effects on attention and sleep;
 - Social media and self-esteem;
 - Cyberbullying and online safety.
- **Key goals:**
 - Understand the positive and negative impacts of technology on students;
 - Learn to set boundaries and teach students healthy technology habits.
- **Discussion points:**
 - How does technology influence students' mental health?
 - What strategies can help promote balanced tech use?

SUMMARY OF LEARNING UNITS

- **Key takeaways:**
 - Each unit focuses on a specific area of student well-being, providing tools to recognize, support, and address various challenges.
 - The learning units work together to promote a holistic understanding of student mental health, equipping teachers with actionable strategies.
 - **Next steps:**
 - Participate in group discussions and workshops to apply what you've learned.
 - Reflect on how each unit can be integrated into your teaching practices.
-

GROUP DISCUSSION: RECOGNIZING AND ADDRESSING CHALLENGES IN STUDENT WELL-BEING

- **Purpose:** share insights and practical experiences on identifying and responding to student challenges in well-being.
 - **Discussion prompts:**
 1. How can we recognize signs of interpersonal conflicts like bullying or aggression? What strategies have you used to address these?
 2. How do stress and internal struggles show up in students? How can teachers support students in managing these challenges?
 3. What indicators of addiction have you observed? How have you addressed them?
 4. How can modern technology affect students' mental health? What boundaries are effective?
 - **Goal:** identify practical strategies and best practices, leveraging collective knowledge to support student well-being more effectively.
-

WORKSHOP: DEVELOPING ACTION PLANS FOR STUDENT AND TEACHER WELL-BEING

- **Objective:** equip participants with skills to create actionable plans addressing key areas of student and teacher well-being.
- **Workshop steps:** divide into small groups and assign to each group a specific topic from the learning units.

Case studies: provide each group with case studies relevant to their assigned topic. Every group has to:

- **Identify risk factors:** discuss what risk factors or behaviors are apparent in the case studies.
- **Propose strategies:** develop targeted strategies for crisis intervention, stress management, and establishing healthy boundaries.
- **Self-care for teachers:** include one self-care strategy for teachers to prevent burnout while supporting student needs.
- **Present solutions:** each group shares their action plan with the full workshop.

SELF-HELP STRATEGIES WORKSHOP

- **Overview:** learn effective self-help techniques to manage stress and promote mental well-being.
 - **Techniques covered:**
 - **Meditation:** practice relaxation and focus techniques to reduce stress;
 - **Mindfulness:** learn to stay present and increase emotional awareness;
 - **Exercise:** understand the role of physical activity in mental health;
 - **Cognitive-Behavioral Techniques (CBT):** explore methods to reframe negative thoughts.
 - **Goal:** equip yourself with strategies to foster resilience and mental balance.
-

SELF-HELP STRATEGIES WORKSHOP: INTERACTIVE Q&A

- **Questions and reflections:**
 - Which self-help techniques do you feel most drawn to?
 - How might these methods be integrated into a daily routine?
 - What challenges do you anticipate, and how might you overcome them?
 - **Next steps:** practice these strategies in small groups, sharing insights on which methods resonate most and why.
-

ROLE PLAY: UNDERSTANDING AND DEALING WITH MENTAL HEALTH CHALLENGES

- **Purpose:** step into the shoes of different characters to explore mental health challenges and solutions.
 - **Instructions:**
 1. **Choose your character:**
 - Sofia: a college student managing anxiety and pressure from academic expectations.
 - Marco: a middle-aged professional struggling to balance work and family.
 - Chiara: a single mother of two coping with depression while supporting her family.
 2. **Explore their challenges:** identify each character's main struggles and brainstorm practical ways to address them.
 3. **Action and reflection:** consider wise choices for each character, remembering that seeking support is key.
 - **Outcome:** develop empathy and strategies for mental health support through practical role-play.
-

ROLE PLAY CHARACTERS AND SCENARIOS

- **Sofia:**
 - Discussion point: how can Sofia find balance and reduce anxiety?
 - **Marco:**
 - Discussion point: what strategies could Marco use to maintain stability?
 - **Chiara:**
 - Discussion point: how can Chiara find the support she needs to manage her well-being and care for her family?
-

PRESENTATION AND DISCUSSION OF ROLE PLAY RESULTS

- **Share and discuss:**
 - Each group presents their character's main challenges and the strategies they chose.
 - **Key insights:** discuss effective ways to approach mental health issues and seek support.
 - **Reflection:** what new perspectives did you gain from this exercise?
 - **Goal:** use group insights to deepen understanding of diverse mental health challenges.
-

REFLECTION AND DIARY ENTRY

- **Reflect on the day:**
 - What did I learn today?
 - What activity was most beneficial for me?
 - What positive moments will I share with others?
 - What key points should I remember for the future?
 - **Purpose:** capture personal growth and insights from today's session in your mental health diary.
-

CONCLUSION AND FEEDBACK

- **Summary:** participants now have a toolkit of skills and strategies for managing mental health challenges.
 - Practical self-help strategies;
 - Insights from role-playing mental health scenarios;
 - Techniques for stress management and resilience.
 - **Feedback:** share any feedback on today's session, helping us improve future workshops.
 - **Next steps:** consider how these tools can be integrated into both personal practice and classroom support.
-

MODULE 8: RESILIENCE

MODULE OBJECTIVES:

- Promoting resilience and self-esteem;
 - Teaching practical techniques for stress management and self-care.
-

EXERCISE: RED ROSES

Write down 20 positive qualities that you like about yourself.

Goal: recognize and appreciate your own qualities, even those that may seem “self-evident.”

ACROSTIC EXERCISE

Write your name vertically, find a positive word or characteristic for each letter.

Goal: creative self-reflection and awareness of individual strengths and talents.

For example: Stella

Strength
Talent
Experience
Learning
Lightness
Awareness

WHAT IS RESILIENCE ?

Definition: resilience is the ability to adapt to stress, adversity or change and to maintain positive psychological well-being despite challenging circumstances. It is often understood as a process that enables individuals to learn and develop from difficult experiences.

Psychological perspective: according to the American Psychological Association (APA), resilience is not a fixed trait but a dynamic ability that can develop over time and is influenced by various factors such as social relationships, personal beliefs and emotional intelligence.

RESILIENCE – BUILDING BLOCKS AND FACTORS

Important resilience factors:

- Optimism;
- Self-consciousness;
- Problem-solving skills;
- Social contacts.

=> These building blocks help you deal with stress and promote positive thinking.

RESILIENCE IN TIMES OF CRISIS

Meaning: resilience helps you to remain able to act in challenging times.

Approach: instead of despairing over problems, find solutions and maintain a flexible mindset.

Crisis competence: resilient people keep an overview even in difficult situations and trust in their abilities.

TOOLS AND EXERCISES

Breathing exercises

Example: 4-7-8 breathing technique (inhale for 4 seconds, hold for 7 seconds, exhale for 8 seconds)

Gratitude journal

Example: write down three things you are grateful for every day.

Positive visualization

Example: visualize your ideal life and the steps to get there.

Physical activity

Example: at least 30 minutes of exercise per day (e.g. jogging, yoga)

Maintaining social contacts

Example: weekly meetings or phone calls with friends or family members

TOOLS AND EXERCISES

Self-care routine

Example: schedule time daily for hobbies, relaxation or meditation

Cognitive restructuring

Example: identify negative thoughts and replace them with positive, realistic alternatives

Mindfulness meditation

Example: practice mindfulness meditation for 10-15 minutes daily

SMART goal setting

Example: set specific, measurable, achievable, relevant and time-bound goals

Learning from mistakes

Example: analyze setbacks and find out what you can learn from them

TOOLS AND EXERCISES

Positive self-talk

Example: use daily affirmations to strengthen your self-image.

Development of problem-solving skills

Example: practice techniques for effective problem-solving in stressful situations.

Stress management techniques

Example: relaxation techniques such as progressive muscle relaxation or yoga

Promoting emotional intelligence

Example: exercises to improve empathy and understanding of one's own emotions

Visualization of goals

Example: create a vision board with pictures and words that represent your goals.

TOOLS AND EXERCISES

Creating a positive environment

Example: decorate your own room with motivating pictures or quotes.

Attend resilience workshops

Example: participation in courses or workshops for personal development

Regular reflection

Example: weekly self-reflection on personal successes and challenges

Meditative walks

Example: go for a walk in nature and concentrate on your senses.

Appreciation of successes

Example: keep a list of your successes and reflect on them regularly.

SELF-REFLECTION ON RESILIENCE

Reflection questions:

- What strengthens you? What protects you?
 - What keeps you physically, mentally and socially healthy?
 - How can you activate your own strengths to deal well with difficult situations and go through life stronger?
 - How can you promote self-care in your private and professional life?
 - What have you already achieved in your life?
 - What are you most proud of?
 - What are your “small” successes in the last year?
 - How did you contribute to these successes?
 - What are the important goals in your life?
 - Define SMART goals for good mental health in the future.
-

PRACTICAL METHODS FOR PROMOTING RESILIENCE AMONG STUDENTS

Social and emotional learning programs (SEL)

Promoting skills such as empathy, communication and self-regulation through targeted teaching units;

Strengthening problem-solving skills

Exercises and role plays that encourage students to find creative solutions to challenges;

Mentoring programs

Assigning mentors to support students in personal and academic development;

Team and group work

Promote teamwork to strengthen social skills and create a sense of belonging;

Mindfulness and relaxation exercises

Introduction to techniques such as meditation, breathing exercises and yoga to manage stress;

PRACTICAL METHODS FOR PROMOTING RESILIENCE AMONG STUDENTS

Reflection and diary keeping

Encouraging students to regularly write down their thoughts and feelings to promote self-awareness and self-reflection;

Positive feedback and praise

Regular recognition of progress and successes to boost self-esteem;

Realistic goal setting

Helping students set SMART goals (Specific, Measurable, Attainable, Relevant, Time-bound);

Promoting a positive classroom climate

Creating a supportive environment where mistakes are viewed as learning opportunities;

Parental work and involvement

Involving parents in resilience-building programs to create a supportive environment at home;

PRACTICAL METHODS FOR PROMOTING RESILIENCE AMONG STUDENTS

Stress management workshops

Conducting workshops that introduce students to stress management techniques;

Creative expressions

Promoting art, music or theater to support emotional expression;

Practical life skills

Life skills lessons that prepare students for everyday challenges (e.g. time management, financial literacy);

Promote positive thinking

Exercises to strengthen positive thinking and self-perception;

Training critical thinking

Promoting critical thinking and decision-making through discussions and debates;

PRACTICAL METHODS FOR PROMOTING RESILIENCE AMONG STUDENTS

Group and team building activities

Conducting activities that promote collaboration and social interaction;

Stress management strategies

Teaching techniques for identifying and dealing with stressors;

Support in dealing with failures

Developing strategies to deal with failures and learn from them;

Physical activities and sports

Integration of sport and exercise into everyday school life to promote physical and emotional health;

Access to psychological support

Providing resources for psychological help and counseling within the school.

GROUP WORK: RESILIENCE-PROMOTING TEACHING

Task in groups: design a lesson plan that promotes resilience.

Objective: to develop a practical approach to integrate resilience into everyday school life.

2. Presentation of the developed concepts for resilience-promoting teaching.

3. Discussion: which methods and approaches were particularly helpful? Exchange of ideas and experiences.

EXERCISE: OSCAR SPEECH ON SELF-ESTEEM

Directions:

write an Oscar speech about your achievements and strengths. What do you deserve an award for?

Goal: give yourself recognition and strengthen your positive self-image.

EXERCISE:

What I like about you ...



REFLECTION – FOR YOUR DIARY

- What did I learn today?
 - What was good for me today?
 - What was the highlight?
 - What good things will I tell others today?
 - What should I remember for the future?
-

KEY-TAKEAWAYS FROM THE SEMINAR

- Mental health is key to successful learning and working.
 - Early recognition and support make all the difference.
 - A mindful, supportive environment empowers both learners and teachers.
 - Your personally mental health diary.
-

YOUR CONTRIBUTION MATTERS

- Create a supportive environment for everyone.
- Put what you have learnt into practice in your day-to-day work.
- Keep the conversation going about mental health - for a strong community.
- Further information and offers on the topic can be found at:
www.aheadinvet.com



AHEAD inVET



www.aheadinvet.com



[/aheadinvet/IG](https://www.instagram.com/aheadinvet/IG)



[/aheadinvet/FB](https://www.facebook.com/aheadinvet/FB)



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