



AHEADinVET



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# MENTAL HEALTH IN VET

8-day Workshop Design for Mental Health  
Competences (presence training design)

Project number: 2022-1-AT01-KA220-VET-000088070

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## 1 INTRODUCTION OF PRESENCE TRAINING

The challenges faced by teachers and trainers in their everyday professional lives are manifold. Recognizing the significant role that mental health plays in the learning environment, this is an exclusive face-to-face training program designed specifically for teachers and trainers in vocational education and life-long learning to prepare them to better deal with mental health issues in the classroom.

This initiative is part of the Erasmus+ project AHEADinVET, which is based on extensive scientific research. It aims to equip teachers with practical knowledge and tools to deal with psychosocial impairments and to promote mental health and resilience for their everyday professional life. This is intended to increase not only the well-being as a teacher in vocational education and training, but also that of the students.

The presence training (face-to-face training) of Mental health in VET (Vocational Education Training) was developed based on the needs of teachers and trainers in VET. Needs assessment was carried out through an online survey while the topics of interest were further established through interviews with VET teachers in partner countries (AT, GR, HR, IT and BE). Based on the scientific and international research results, a curriculum for a learning programme was developed, consisting of flexible e-learning courses with a focus on knowledge building and presence training modules with a focus on skills development. This programme is called MENTAL HEALTH AMBASSADORS.

The purpose of the underlying presence training is to provide evidence-based knowledge on mental health issues in the “classroom” and help teachers and trainers to gain in-depth understanding of mental health problems faced by their students, how those influence the learning process and educational outcomes, and help them deal with those. It is intended that vocational training schools/institutions are using the presence training program to train their teachers on the topic and thus support their resilience as well as the resilience of students.

This presence training design offers a framework for carrying out such training. In addition, course-specific PowerPoint slides and an online course, as well as podcasts and a self-evaluation tool on the topic are freely available at [www.aheadinvet.com](http://www.aheadinvet.com).

The online course provides an important basis for the presence training and offers extensive and practice-orientated information on the subject.

In the following the suggested activity structure for the presence training can be found. It can be handled flexible according to underlying requirements of the institution/school. The presence training course is based on the following theoretical modules.

**Each day is going to be dedicated to one module topic.**

Module 1 (day 1): What is Mental Health?

Module 2 (day 2): Context and framing mental health in VET and education

Module 3 (day 3): Psychological development

Module 4 (day 4): Psychosocial disabilities

Module 5 (day 5): Other health or social issues

Module 6 (day 6): Organising for mental health and communication skills

Module 7 (day 7): Understanding and dealing with mental health issues

Module 8 (day 8): Resilience

For the different modules you will find a brief description of what this module is about, applied methods, materials and how you could conduct a workshop about this topic. In each workshop, the main goal, the respective learning objectives, as well as the competencies to be achieved of the participants are defined. The workshops consist of 3 phases: An introductory phase, in which central concepts are introduced and discussed; a working phase, in which the participants deal with the main objective of the respective workshop; and a closing phase, in which they can reflect on what they have learned and give feedback. The timeframes are suggestions and can be adapted to the individual needs.

**Participants:**

This presence training is designed für about 15-20 participants and serves as a framework for carrying out such training with teachers and trainers in vocational education. In addition, course-specific PowerPoint slides and additional supportive material are provided. In the appendix further templates can be found.

**Duration:**

The training is supposed to last 56h organised in 8 days corresponding to 7h a day. It is suggested to organise the training over 2 months with each 4 days in a month. This is a suggestion and can be adapted to the individual needs.

**Setting:**

Classroom/lecture hall/large room enough for 15-20 people to be able to move around; chairs and desk which can be shifted around to allow for small group work

**Applied methods:**

presentation of topic (provided), brainstorming, reading the materials/exercises, round tables, focus groups, interactive exercises, coaching circles, presentations by experts, work on case studies, moderated discussions, self-reflection, mental health diary

**Materials:**

Computer and projector for presentations, PowerPoint presentation, small empty notebook, flipcharts, markers, blank A6 cards for each participant (green and red), small round stickers, pinboard, pins, moderation cards

**Certificate:**

At the end of the document, you can find a template to create a certificate of “Mental Health Ambassadors” for the participants who have successfully completed the Presence Training Seminar “Mental Health in Vocational Education”.

## 2 MODULES FOR MENTAL HEALTH IN VET FOR PRESENCE TRAINING

### Module 1: What is Mental Health?

<b>Brief description</b>	<p>In module 1 participants will learn what mental health is and what mental wellbeing is, learn about risk and protective factors, importance of mental health and its influence on learning.</p> <p>The contents include an introduction to mental health, pathological behaviours, identifying signs and symptoms, exploring the causes of mental health issues and understanding the relationship between mental health and psychosocial disabilities.</p> <p>Each participant is keeping a mental health diary.</p>
<b>Number of participants</b>	15 - 20
<b>Applied methods</b>	Presentation of topic (provided), focus groups, familiarisation exercise, round table, self-reflection
<b>Materials</b>	<p>small empty notebook (mental health diary)</p> <p><i>Digital Materials:</i></p> <p>Template AHEADinVET PowerPoint-Presentation, Module 1, slides 1-20</p> <p>AHEADinVET Online Course, Module 1</p> <p>Digital materials and further information about mental health in VET can be found at <a href="http://www.aheadinvet.com">www.aheadinvet.com</a></p>
<b>Setting</b>	Classroom/lecture hall/space large enough for 15-20 people to be able to move around; chairs and desk which can be shifted around to allow for small group work

<b>Duration</b>	7h (suggested 9:00 - 12:30, 13:30-17:00)
<b>Main targets</b>	Teachers and trainers in vocational education
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>- understanding different concepts of mental health</li> <li>- recognizing importance and impact of holistic approach to mental health</li> <li>- identifying common signs and symptoms of mental health issues</li> <li>- exploring psychosocial environmental factors influencing mental health and recovery from mental health issues</li> </ul>
<b>Competences achieved</b>	<p>The participants can ...</p> <ul style="list-style-type: none"> <li>- develop a deep understanding of mental health concepts, recognizing its importance in overall well-being and education, while critically evaluating the complexities of mental health issues.</li> <li>- acquire skills in recognizing signs and symptoms of mental health issues, analysing potential causes and contributing factors, and fostering empathy and awareness towards individuals with psychosocial disabilities and the stigma surrounding mental health problems.</li> </ul>
<b>Introduction</b>	<p><b>Welcome and introduction</b> (15 min)</p> <p>Workshop leader introduces her-/himself and the whole program as well as the program for the first day.</p> <p><b>Exercise - mood enquiry: mood barometer</b> (10 min)</p> <p>Use a flipchart and paint a thermometer, a scale from 1 to 10, or emoticons representing different moods (e.g., happy, neutral, sad, stressed)</p>

Ask participants to mark their current mood on the barometer. This can be done by placing a sticker or drawing a mark. You can ask: What could it be that someone is positioning themselves here? What might this person need in order to place the sticker/mark higher up? What would have to happen for this person to place the sticker/mark further down? You can repeat this exercise on the last day of the seminar, compare the results and use it as a feedback.

**Exercise - getting to know each other: position in space (20 min)**

Markings are laid out on the floor. They have different meanings depending on the task or question. Each participant makes a statement about the respective question by standing at the correct distance from the marker.

Questions can be:

- *Stand in a line according to the alphabet, ordered by their first names (from A-Z).*
- *If this is our country, where are you from?*
- *Line up in groups according to school type.*

Other questions can be: Find groups with the similar opinion.

- *Why did you sign up for this event?*
- *What significance does the topic have for you?*
- *The time is well spent for me if ...*
- *To work well together, we should all make sure that ...*

**Exercise: bad thoughts in the wastepaper basket (10 min)**



The following exercise could help you to engage better with the workshop and clear your mind:

Write down what is currently or often on your mind that might be bothering or stressing you, even though you can't change it (at least at the moment). Thoughts that you want to get rid of for today or forever. Write it down on a piece of paper. Then tear up this piece of paper and throw it in the bin (or even burn it).

### **Mental Health Diary (15 min)**

Hand out a small booklet to the participants (there are also free digital happiness diaries) and invite them to keep a "mental health diary" (or another name of your choice). The participants can use the diary to answer the provided questions for the diary every day and they also can make their own notes in there. This diary should accompany the participants throughout the workshop and afterwards and strengthen their self-care in the long term.

The first questions for the diary (and to get to know each other) could be:

- *What positive qualities do the letters in my name stand for?*

### **Fill in the online self-evaluation tool of AHEADinVET (20 min)**

Introduce the AHEADinVET self-evaluation tool to the participants and explain how it is conducted. Afterwards the participants are asked to complete the self-evaluation themselves. The self-evaluation tool can be found under the following link <https://evaluation.aheadinvet.com/>

### ***BREAK (15 min)***

<p><b>Work phase</b></p>	<p><b>Group discussion</b> (20 min):</p> <p>What is Mental Health? The workshop leader discusses the following questions with the participants and records key statements on the flipchart:</p> <ul style="list-style-type: none"> <li>- <i>What do you associate with the term Mental Health?</i></li> <li>- <i>What have you already experienced yourselves in regard to this topic?</i></li> <li>- <i>Have you heard of the term Mental Health? What related terms come to your mind?</i></li> </ul> <p><b>Expert Input: Common mental health disorders</b> (85 min):</p> <ul style="list-style-type: none"> <li>- <b>Anxiety</b></li> <li>- <b>Depression</b></li> <li>- <b>Post-traumatic stress disorder (PTSD)</b></li> <li>- <b>Eating disorders</b></li> <li>- <b>Psychotic disorders</b></li> <li>- <b>Behavioural disorders</b></li> </ul> <p><b>LUNCH BREAK</b> (60 min)</p> <p><b>Happy Playlist</b> (10 min)</p> <p>The participants should write down their favorite motivation songs on a piece of paper or on a list (name, title, artist) and in their diary. The workshop leader collects the results of the favorite songs and creates a collective list of them, which is distributed to each participant. They can stick these in their diary. The group leader can also play this music during breaks or before or at the end of the workshop. In addition, a playlist can be created digitally and forwarded to the participants (maybe also as a “present to go” on the last day of the workshop). A template for a Happy Playlist can be found at the end of the document.</p> <p><b>Expert Input: Common mental health disorders</b> (85 min):</p> <ul style="list-style-type: none"> <li>- <b>Anxiety</b></li> </ul>
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- **Depression**
- **Post-traumatic stress disorder (PTSD)**
- **Eating disorders**
- **Psychotic disorders**
- **Behavioural disorders**

BREAK (15 min)

**Group discussion** (30 min):

Talk about how we can recognize when students might be struggling mentally — with stress, anxiety, or even thoughts of self-harm. Recognizing early warning signs can make a big difference.

**Divide participants** into 3–5 small groups. Assign each group one of these **themes**:

1. **Signs of stress and anxiety in students**
  - Emotional: irritability, nervousness
  - Physical: headaches, stomachaches, restlessness
  - Behavioral: drop in performance, skipping class
2. **Signs of depression or suicidal thoughts**
  - Expressions of hopelessness or worthlessness
  - Talking about death, giving away belongings
  - Withdrawal from peers and activities
3. **How to approach a student in distress**
  - Listen non-judgmentally
  - Ask open-ended questions
  - Offer support, refer to help without pushing
4. **What resources or supports exist (or are missing) in our school/community?**
  - School counselor, peer mentors, hotlines, mental health days, etc.

	<p>Give each group a <b>flipchart/whiteboard</b> (physical or digital) to note their thoughts.</p>
	<p><b>3. Sharing &amp; Full Group Discussion (8 min)</b></p> <p>Ask each group to briefly present their key points (2 mins per group). Prompt with follow-ups like:</p> <ul style="list-style-type: none"> <li>• “Have you seen this in your classroom or peers?”</li> <li>• “What’s one thing schools could do better to support mental health?”</li> </ul> <p><b>Simulation situations (30 min):</b></p> <p>Organize simulation situations in which participants have to deal with cases of students with mental health problems. This can help develop crisis management and emotional support skills.</p> <p><b>Presentation and discussion of the results of the simulation situation of the groups (30 min)</b></p> <p><b>Conclusion, feedback, reflection (15 min)</b></p> <p>Invite participants to reflect on the day and make notes in the diary. What have I learned today? What was good for me today? What was the highlight? What good things will I tell others about today? What should I keep in mind for the future?</p>
<b>Conclusion</b>	<p>The activity will leave participants with a renewed view on the topics of mental health and a broader understanding of its terms and current social opinions surrounding it.</p>

## Module 2: Context and framing mental health in VET and education

<b>Brief description</b>	Module 2 provides an overview of context and framing mental health in VET in general and shows the current challenges in mental health in VET institutions. Based on the individual challenges of the participants, solutions are developed. It gives an insight in the existing policies related to mental health in educational systems, and also deals with stigma, legal safety and violence prevention for teachers and trainers.
<b>Number of participants</b>	15-20
<b>Applied methods</b>	familiarisation exercise, presentation of topic, brainstorming, moderation, expert talk, mental health diary, self-reflection
<b>Materials</b>	<p>flipchart, markers, blank A6 cards for each participant (green and red), small round stickers, pinboard, pins</p> <p><i>Digital Materials:</i></p> <p>Template AHEADinVET PowerPoint-Presentation, Module 2, slides 21-40</p> <p>AHEADinVET Online Course, Module 2</p> <p>Digital materials and further information about mental health in VET can be found at <a href="http://www.aheadinvet.com">www.aheadinvet.com</a></p>
<b>Setting</b>	classroom or lecture hall resp. space large enough for 15-20 people to be able to move around; chairs and desk which can be shifted around to allow for small group work
<b>Duration</b>	7h (suggested 9:00 – 12:30, 13:30 – 17:00)

<b>Main target group</b>	Teachers and trainers in vocational education
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>- Realise the connection between mental health and education</li> <li>- Participants become aware of the resources and challenges in the context of VET and find ways to solve or overcome these challenges.</li> <li>- Reflect on stigmas and ethical-legal aspects</li> </ul>
<b>Competences achieved</b>	<p>The participants can ...</p> <ul style="list-style-type: none"> <li>- define resources and stressors</li> <li>- identify and analyse the resources and challenges of VET</li> <li>- know possibilities how to deal with the challenges</li> <li>- explain existing policies related to mental health in educational systems</li> </ul>
<b>Introduction</b>	<p><b>Welcome and introduction</b> (5 min)</p> <p>Overview of the today's workshop objectives and agenda</p> <p><b>Exercise: Good things</b> (10 min)</p> <p>Start with the question:</p> <p><i>What good thing(s) has already happened to you today?</i></p> <p>The participants should tell it to the person sitting next to them or to the whole group (they can also go around in the room and tell it anybody of the participants). They should also write down the question and their answer in their diary.</p>
<b>Work phase</b>	<p><b>Presentation</b> (15 min)</p> <p>(provided slides)</p>

- Context of mental health and VET

- Define resources and stressors

### **Collecting and clustering the resources and challenges (30 min)**

Collect the current resources and challenges related to mental health of students in vocational training from the perspective of the participants who are present. The topics should be written on cards (only one per card, resources on green cards, challenges on red cards). The results should then be clustered (use the pinboard): Combine similar cards and find all together an umbrella term for them (for example: politics, society, school, students, teachers, or also leadership, organization, communication ...). Put this umbrella term upon the card groups and write them also down on a flipchart.

Questions can be:

- *What stands out?*

- *Which topics can we influence as teachers?*

### **Prioritisation of the topics (15 min)**

- *Which topics are the most important for your mental health?*

Each participant receives 3 sticky dots. They should stick them on the 3 most important topics for them on the flipchart (You can also make it more anonymous by positioning the flipchart so that no one can see how individual participants rate the topics.). The topics with the most dots are dealt with first.

### **BREAK (15 min)**

**Analysing and developing solutions (120 min, with a short break in-between, in the whole plenum)**

	<p>The workshop leader moderates the development of the topics and records them on flipcharts. The teachers are considered as experts of their own situation.</p> <p><i>How does the topic manifest itself?</i></p> <p><i>How can you solve this issue? (short-term, medium-term, long-term)</i></p> <p><b>LUNCH BREAK</b> (60 min)</p> <p><b>Expert presentation: Reflecting on stigmas and ethical-legal aspects, safety for teachers and trainers</b> (180 min with short breaks between)</p> <p>Invite a person with background in law and educational system to give a talk on how to include mental health in the curriculum, legal safety, and violence prevention for teachers and trainers. Also work with case studies.</p>
<p><b>Conclusion</b></p>	<p><b>General conclusion and feedback</b> (15 min)</p> <p><b>Personal reflection with diary entry</b> (15 min):</p> <p>Write down what works good in your job. What are your personal resources?</p> <p>Invite participants to reflect on the day and make notes in the diary. What have I learned today? What was good for me today? What was the highlight? What good things will I tell others about today? What should I keep in mind for the future?</p>



## Module 3: Psychological development

<b>Brief description</b>	Module 3 provides an overview of the main theoretical approaches to human psychosocial development, with the focus on childhood and adolescence, and the context of education. It is about shaping the educational process with developmental considerations of adolescence.
<b>Number of participants</b>	15 - 20
<b>Applied methods</b>	Expert-presentation, group-exercises, discussions, self-reflection
<b>Materials</b>	<p><i>Digital Materials:</i></p> <p>Template AHEADinVET PowerPoint-Presentation, Module 3, Slides 41-63</p> <p>AHEADinVET Online Course, Module 3</p> <p>Digital materials and further information about mental health in VET can be found at <a href="http://www.aheadinvet.com">www.aheadinvet.com</a></p>
<b>Setting</b>	classroom or lecture hall resp. space large enough for 15-20 people to be able to move around; chairs and desk which can be shifted around to allow for small group work
<b>Duration</b>	7h (suggested 9:00 – 12:30, 13:30 – 17:00)
<b>Main target group</b>	Teachers and trainers in vocational education

<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>- Understand the main theoretical approaches of developmental theories, childhood, adolescence, adulthood</li> <li>- Interpret the main aspects of the psychological development during adolescence and build age-appropriate approach in teaching</li> <li>- Appreciate individual differences in coping with dying and loss and promote psychosocial growth and resilience</li> </ul>
<b>Competences achieved</b>	<p>The participants can ...</p> <ul style="list-style-type: none"> <li>- understand developmental processes</li> <li>- interpret the main aspects of the psychological development during adolescence and create an age-appropriate approach in teaching</li> <li>- create a supportive and enriching learning environment to empower students to explore and understand the complex and profound aspects of mortality with empathy, resilience and compassion.</li> </ul>
<b>Introduction</b>	<p><b>Welcome and introduction</b> (30 min)</p> <ul style="list-style-type: none"> <li>- Give an overview of the workshop objectives and agenda for this day</li> <li>- Start with the questions:</li> </ul> <p><i>What is the best memory of your childhood?</i></p> <p><i>What is the best memory of your school time?</i></p> <p><i>Who was your favourite teacher and why?</i></p> <p>The participants should tell it to the person sitting next to them or to the whole group (they can also go around in the room and tell it anybody of the participants). They should also write down the question and their answer in their diary or draw the answer.</p>

<p><b>Work phase</b></p>	<p><b>Expert presentation: developmental theories and stages (75 min)</b></p> <ul style="list-style-type: none"> <li>- Workshop leader gives an overview of the main developmental theories and developmental stages. Focus on cognitive, emotional and social development.</li> <li>- Development during adolescence: Identity formation, social relationships, emotional challenges.</li> </ul> <p><i><b>BREAK (15 min)</b></i></p> <p><b>Group discussion: developmental theories in everyday school life (30 min)</b></p> <p>The participants should discuss in groups about examples of application of the developmental theories in everyday teaching. How can the developmental theories be integrated into everyday school life?</p> <p><b>Case studies (60 min)</b></p> <p>Processing case studies on the psychological development of adolescents (prepared by the expert) in groups. Afterwards discuss and reflect the results in the plenum.</p> <p><i><b>LUNCH BREAK (60 min)</b></i></p> <p><b>Expert presentation: loss and death – emotional reactions (30 min)</b></p> <p>Psychological and emotional reactions of adolescents to loss and death</p> <p><b>Discussion: loss and death – different perspectives (30 min)</b></p> <p>The participants should discuss about their different experiences of cultural and individual perspectives on death and mourning.</p> <p><b>Expert presentation: suicidal adolescents (30 min)</b></p> <p>Warning signs and risk factors for suicide in adolescents Effective communication with grieving and suicidal adolescents</p>
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	<p><b>BREAK (15 min)</b></p> <p><b>Group work: case studies (45 min)</b> Analysis of real case studies of the participants and development of action plans</p> <p><b>Plenary discussion (30 min)</b> Sharing personal experiences and challenges</p> <p><b>Feedback and Reflection (30 min)</b></p> <p>Questions could be:</p> <ul style="list-style-type: none"> <li>- <i>What gives you meaning in your life?</i></li> <li>- <i>What tasks do you see in your life?</i></li> <li>- <i>How important are professional tasks in your life?</i></li> <li>- <i>What talents and skills do you utilise in your tasks?</i></li> <li>- <i>What do you effect through your tasks?</i></li> </ul> <p>Questions can also be:</p> <ul style="list-style-type: none"> <li>- <i>How do you see yourself and your surroundings in a year's time?</i></li> <li>- <i>What did your future self leave as it was and what was it willing to let go of?</i></li> </ul> <p>The participants should write down the question and their answer in their diary.</p> <p>Invite participants to reflect on the day and make notes in the diary. What have I learned today? What was good for me today? What was the highlight? What good things will I tell others about today? What should I keep in mind for the future?</p>
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<b>Conclusion</b>	Teachers and trainers are provided with competences and skills to acknowledge lifespan developmental issues in educational processes in VET institutions with the aim to promote psychological development and mental health.
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## Module 4: Psychosocial disabilities

<b>Brief description</b>	Module 4 provides a comprehensive understanding of psychosocial disabilities in the context of psychosocial model of health, including the concept of lived experience and the rights of education and inclusion in education. Participants will learn about depression, anxiety, behavioural and emotional difficulties and psychosis exploring their symptoms, psychosocial risk factors, clinical features, and impact on learning across different stages of development and educational contexts.
<b>Number and age of participants</b>	15 - 20
<b>Applied methods</b>	Presentation of topic, discussions with experts
<b>Materials</b>	<p><i>Digital Materials:</i></p> <p>Template AHEADinVET PowerPoint-Presentation, Module 4, slides 64-75</p> <p>AHEADinVET Online Course, Module 4</p> <p>Digital materials and further information about mental health in VET can be found at <a href="http://www.aheadinvet.com">www.aheadinvet.com</a></p>
<b>Setting</b>	classroom or lecture hall or space large enough for 15-20 people to be able to move around; chairs and desk which can be shifted around to allow for small group work
<b>Duration</b>	7h (suggested 9:00 – 12:30, 13:30 – 17:00)
<b>Main target group</b>	Teachers and trainers in vocational education

<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>- Gain an understanding of the definitions, classification systems, and diagnostic criteria for mood and anxiety conditions, psychotic conditions, and developmental challenges.</li> <li>- Identify basic symptoms and signs.</li> <li>- Explore the biopsychosocial components and risk factors contributing to the occurrence and development of psychological disorders. Recognize their impact on learning processes and behaviour across different stages of development and educational contexts.</li> <li>- Differentiate between clinical images and manifestations of disorders based on developmental age.</li> </ul>
<b>Competences achieved</b>	<p>The participants can ...</p> <ul style="list-style-type: none"> <li>- apply knowledge of psychological disorder definitions and classifications to educational settings</li> <li>- recognize and understand basic symptoms and signs of psychological disorders</li> <li>- analyse and assess biopsychosocial factors influencing the occurrence and development of psychological disorders,</li> <li>- adapt teaching strategies to accommodate students with psychological disorders, considering their impact on learning processes and behaviour</li> </ul>
<b>Introduction</b>	<p><b>Welcome and introduction</b></p> <p><b>Activity presentation (10 min)</b></p> <p>Interactive activity to break the ice and foster mutual knowledge among participants. For example, a presentation game in which each participant must share a fact about themselves and pass a ball to another participant to do the same.</p> <p><b>Expert presentation (10min)</b></p> <p>Workshop leader briefly introduces her-/himself and the workshop.</p>

<p><b>Work phase</b></p>	<p><b>Expert presentation: The concept of Psychosocial Disabilities (70 min)</b></p> <ul style="list-style-type: none"> <li>- Presentation by the expert that illustrate what participants will learn during the presentation.</li> <li>- What is psychosocial disability: Clear and understandable definition.</li> <li>- Types of psychological disability: Brief overview of the main conditions (e.g. depression, anxiety, ADHD, autism spectrum disorders, etc.).</li> <li>- Impact on daily life: How these conditions affect the behaviour, emotions and cognitive abilities of students.</li> <li>- Signs and Symptoms: Knowing how to recognize them</li> <li>- Practical examples: Anecdotes or case studies to illustrate how these symptoms can occur in schools.</li> <li>- Support and intervention strategies</li> <li>- Inclusive educational approaches: Methodologies and practices to create an inclusive school environment.</li> </ul> <p><i><b>BREAK (15 min)</b></i></p> <p><b>Interactive workshop: Experiences and challenges (105 min)</b></p> <p>Participants are divided into small groups and discuss their experiences and challenges in including students with psychosocial disabilities. Each group notes the highlights on a large sheet of paper that it then shares with the rest of the participants.</p> <p><i><b>LUNCH BREAK (60 min)</b></i></p> <p><b>Morning summary and introduction to afternoon activities (15)</b></p> <p>Brief summary of the activities in the morning and presentation of the afternoon program.</p> <p><b>Role-play session and simulations (75 min)</b></p>
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	<p>Simulation activities where participants assume different roles to experience common situations related to psychosocial disability in the school. This helps develop empathy and better understand the needs of students.</p> <p><b>Structure of the Activity:</b></p> <p>-Role Assignment: Distribute roles to participants, making sure they understand the character they will play. Roles could include: student with psychosocial disabilities, teacher, classmate, school counselor, parent, etc.</p> <p>-Simulation</p> <p>Divide the activity into two or three distinct scenarios, with each facing a different common situation related to psychosocial disability.</p> <p><b><i>Scenario 1: The Student with ADHD in Class</i></b></p> <p>Description: A student with ADHD has difficulty concentrating and frequently interrupts the class.</p> <p>Roles: Student with ADHD, teacher, classmate, guidance counsellor.</p> <p>Goal: To find strategies to maintain order in the classroom and help the student concentrate.</p> <p><b><i>Scenario 2: Anxiety during a Test</i></b></p> <p>Description: A student with anxiety disorder is having a panic attack during an important test.</p> <p>Roles: Student anxiously, teacher, classmate, school nurse.</p> <p>Objective: To manage the situation so as to calm the student and allow him to complete the test.</p> <p><b><i>Scenario 3: Inclusion of a Student with Depression</i></b></p> <p>Description: A student with depression isolates himself and does not participate in group activities.</p>
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	<p>Roles: Student with depression, teacher, classmate, parent, school counsellor.</p> <p><b>Objective:</b> To identify ways to engage the student and support them in their emotional well-being.</p> <p><b>-Discussion and Reflection</b></p> <p>Debriefing: After each scenario, conduct a group discussion. Ask participants to think about what happened, how they felt in their roles, and what strategies were effective or ineffective.</p> <p>Personal Reflections: Encourage participants to share their personal experiences and discuss how they might apply what they have learned in their daily practices.</p> <p><b>- Conclusion</b></p> <p>Summary of Key Points: Summarize the main teachings of the activity and discuss how to implement the strategies learned.</p> <p>Questions &amp; Answers: Room for questions and further reflection.</p> <p><b>SHORT BREAK (15 min)</b></p> <p><b>Development of inclusive strategies (75 min)</b></p> <p>Group activities to develop practical and inclusive strategies that can be implemented in their schools. Each group presents its own ideas and receives feedback from the expert.</p> <p><b>Conclusions and final reflections (30 min)</b></p> <p>Final discussion and reflections on what has been learned during the day. Space is left for further questions and clarifications. Distribution of information material and useful resources.</p> <p>Questions could be: What makes you happy? What makes you satisfied? What do you love? What gives you energy?</p>
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	<p>The participants should write down the question and their answer in their diary.</p> <p>Invite participants to reflect on the day and make notes in the diary. What have I learned today? What was good for me today? What was the highlight? What good things will I tell others about today? What should I keep in mind for the future?</p>
<b>Conclusion</b>	<p>The participants have an overall view of psychosocial disabilities and greater skills of symptom recognition.</p>

## Module 5: Other health or social issues

<b>Brief description</b>	Module 5 offers a complete path that starts from the introduction to learning disabilities and cognitive impairment, somatic illnesses and physical disabilities, social disadvantages and substance use, through the understanding of challenges and educational strategies, to the planning of concrete interventions.
<b>Number and age of participants</b>	15 - 20
<b>Applied methods</b>	Presentation of topic, discussions with experts
<b>Materials</b>	<p>Computer and projector for presentations</p> <p>Large sheets of paper, markers and post-it notes for brainstorming</p> <p><i>Digital Materials:</i></p> <p>Template AHEADinVET PowerPoint-Presentation, Module 5, slides 76-92</p> <p>AHEADinVET Online Course, Module 5</p> <p>Digital materials and further information about mental health in VET can be found at <a href="http://www.aheadinvet.com">www.aheadinvet.com</a></p>
<b>Setting</b>	Classroom or lecture hall resp. space large enough for 15-20 people to be able to move around; chairs and desk which can be shifted around to allow for small group work
<b>Duration</b>	7h (suggested 9:00 – 12:30, 13:30 – 17:00)
<b>Main target group</b>	Teachers and trainers in vocational education

<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>- Understand the mental health implications associated with learning disabilities and cognitive impairment, somatic illnesses and physical disabilities, social disadvantages and substance use, enabling them to support students' overall well-being and guide them towards positive outcomes.</li> <li>- Create a learning environment that is supportive, inclusive, and responsive to the unique needs of all students.</li> </ul>
<b>Competences achieved</b>	<p>The participants have ...</p> <ul style="list-style-type: none"> <li>- basic knowledge about learning difficulties and cognitive impairment, somatic illness, physical disabilities, social disadvantages, substance use</li> <li>- the ability to recognize signs and symptoms of these types of disabilities</li> <li>- the ability to understand the diversity of student needs</li> </ul>
<b>Introduction</b>	<p><b>Welcome and introduction</b> (10 min)</p> <p><b>Energizer</b> (20 min)</p> <p>Dynamic activity such as: the facilitator begins by making three statements about himself, two true and one false. The other participants must try to guess which of the three statements is the lie. After the facilitator has made his turn, it passes to the next participant. Each participant makes his three statements and the others must guess what the lie is. It continues until everyone has had their turn. After each turn, the participant reveals what the lie was and, if he wishes, can provide further details about the true statements, adding a touch of fun and deepening mutual knowledge.</p>
<b>Work phase</b>	<p><b>Thematic study: Specific disorders (60 min)</b></p> <p>The expert deepens further what started the previous day in the morning study session, with further insights.</p>

	<p>-Adaptations in Class: Concrete examples of adaptations (e.g. frequent pauses, assignment of fragmented tasks, use of technological tools).</p> <p>-Emotional Support: Techniques of empathic communication and psychological support.</p> <p>-Collaboration with Professionals: The importance of collaboration with psychologists, therapists, and other specialists.</p> <p>- Useful Contacts: Information on local organisations and support services.</p> <p>-Videos and Testimonials: Short video clips or testimonials from students and teachers who have faced these challenges.</p> <p>-Additional Notes:</p> <p>Engage the audience with questions, quick surveys, and discussions to keep attention high and promote active participation.</p> <p>-Question and answer session at the end of the presentation.</p> <p><b><i>BREAK (15 min)</i></b></p> <p><b>Brainstorming: Inclusion in schools (105 min)</b></p> <p>Participants are divided into groups for brainstorming on inclusion strategies. Each group focuses on a specific aspect (e.g. behaviour management, emotional support, curriculum adaptation) and presents its own ideas.</p> <p><b><i>BREAK (60 min)</i></b></p> <p><b>Summary of morning and discussion (30 min)</b></p> <p>Collective discussion and synthesis of best practices emerged.</p> <p><b>Interactive Workshop: Designing an Individualized Educational Plan (PEI) (60 min)</b></p>
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	<p>Participants, divided into small groups, work on case studies to develop a PEI for students with learning difficulties and cognitive impairment; somatic illness; physical disabilities; social disadvantages; substance use. A model of PEI and guidelines from the expert is provided.</p> <p><b><i>BREAK (15 min)</i></b></p> <p><b>Laboratory of effective communication techniques (75 min)</b></p> <p>Practical session on effective communication with students with learning difficulties and cognitive impairment; somatic illness; physical disabilities; social disadvantages; substance use. It includes role-play and simulations to practice active listening techniques, conflict management, and empathic communication.</p> <p><b>Final reflections and future planning (30 min)</b></p> <p>Final discussion on how to implement the strategies learned in their schools. Each participant shares a personal commitment to what they will do to improve inclusion. Collection of feedback on the day and distribution of support materials.</p> <p>Reflection-questions for the mental health diary could be: Which people are good for you? Who would you like to spend more time with (again) and how can this be realised?</p>
<b>Conclusion</b>	<p>The round table and the conclusion allow a direct comparison and a reflection on experiences and practical solutions.</p>

## Module 6: Organising for mental health and communication skills

<b>Brief description</b>	The emphasis of the module 6 is placed on preventive measures and communication for mental health as an area in which VET organizations can make their contribution.
<b>Number of participants</b>	15-20
<b>Applied methods</b>	Expert presentation, group-exercises, discussions, case studies, self-reflection
<b>Materials</b>	<p><i>Digital Materials:</i></p> <p>Template AHEADinVET PowerPoint-Presentation, Module 6, slides 93-110</p> <p>AHEADinVET Online Course, Module 6</p> <p>Digital materials and further information about mental health in VET can be found at <a href="http://www.aheadinvet.com">www.aheadinvet.com</a></p>
<b>Setting</b>	classroom or lecture hall resp. space large enough for 15-20 people to be able to move around; chairs and desk which can be shifted around to allow for small group work
<b>Duration</b>	7h (suggested 9:00 - 12:30, 13:30 – 17:00)
<b>Main target group</b>	Teachers and trainers in vocational education



<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>- organizing for mental health in VET organizations, integrating effective communication and empathy skills</li> <li>- equip learners with the knowledge, skills and commitment to address the complex challenges associated with providing mental health care in vocational education settings and to advocate for meaningful change.</li> <li>- discussing preventive measures in mental health.</li> <li>- school based mental health services and organisations</li> </ul>
<b>Competences achieved</b>	<p>The participants ...</p> <ul style="list-style-type: none"> <li>- understand the concept and levels of prevention of mental health issues</li> <li>- understand, develop and apply strategies for effective communication and conflict resolution</li> <li>- know school based mental health services and organisations</li> </ul>
<b>Introduction</b>	<p><b>Welcome and introduction</b> (10 min)</p> <p>Give an overview of the workshop objectives and agenda for this day</p> <p><b>Exercise: social support</b> (20 min)</p> <p>Think of three situations in which you received social support from a colleague or leader! Make a note in your diary of these situations. Look back on this social support with appreciation. If the participants want, they can tell each other about these situations. You too can contribute to a culture of support!</p> <p>A task for this day could be: Do something good for someone. (e.g. make a compliment, hold the door open, tell someone how much you appreciate him/her)</p>
<b>Work phase</b>	<p><b>Expert presentation: concept and levels of prevention</b> (30 min)</p> <p>Concept and levels of prevention (primary, secondary, and tertiary prevention) according to mental health</p> <p><b>Group work: Examples and discussion</b> (30 min)</p>

	<p>Discuss in small groups which prevention measures at different levels can be done in VET.</p> <p><b>BREAK (15 min)</b></p> <p><b>Expert presentation: Basics of communication and conflict resolution (45 min)</b></p> <ul style="list-style-type: none"> <li>- Theoretical models and approaches</li> <li>- Importance of effective communication in vocational schools</li> <li>- Applying communication strategies</li> <li>- Practical exercises to improve communication skills</li> <li>- Techniques of nonviolent communication and active listening</li> </ul> <p><b>Exercise: Non-violent communication (30 min)</b></p> <p>Hand out four moderation cards in four different colours. Each team member writes down an answer to each question. Each team member recalls a situation from the past in everyday primary education and writes it down according to the following questions:</p> <ol style="list-style-type: none"> <li>1. What was the initial situation? Describe it without judgement. Use what you perceived in this situation as a guide.</li> <li>2. How did you feel in this situation?</li> <li>3. Think about which need was violated in this situation. How could you formulate a need here?</li> <li>4. What would you have wished for from the other person in this situation? How could you formulate a request here?</li> </ol> <p>Discuss your situations as a team.</p> <p><b>Case Studies from the participants – work in groups: Conflict resolution in the school environment (30 min)</b></p> <ul style="list-style-type: none"> <li>- Analysis of conflict situations of the participants and development of resolution strategies</li> <li>- Discussion and exchange of experiences</li> </ul>
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	<p><b>LUNCH BREAK</b> (60 min)</p> <p><b>Expert presentation: Understanding and developing empathy and compassion</b> (30 min)</p> <ul style="list-style-type: none"> <li>- Definition of empathy and compassion</li> <li>- Importance in vocational education</li> <li>- Exercises for self-experience and perspective-taking</li> </ul> <p><b>Exercise: „Different perspectives on a round table“</b> (60 min)</p> <p><i>For problems with different points of view, e.g. school reforms for a better mental health from the perspective of pupils, parents, teachers, politicians.</i></p> <p>Build 4 groups, each group chooses a part of a view and works out their perspective. Then discuss the different perspectives of the groups with the method of a “round table - discussion”. Arrange the seating in a circular or semi-circular formation so that all participants can see each other. This setup promotes a sense of equality and encourages direct interaction. Designate a moderator to guide the discussion and to keep the conversation on track, manage time, and ensure that all participants have an opportunity to speak.</p> <p>All participants should consider the techniques of nonviolent communication and active listening.</p> <p><b>BREAK</b> (15 min)</p> <p><b>Expert presentation: good practice of school-based prevention programmes and regional mental health services</b> (60 min)</p> <p>Invite someone who can provide an overview of mental health support services and good practice of school-based prevention programmes</p> <ul style="list-style-type: none"> <li>- Presentation of good practice of school-based prevention programmes, school counselling services and external organizations</li> </ul>
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	<ul style="list-style-type: none"> <li>- Access pathways and support offerings for students</li> <li>- Experience report from a school psychologist or counselor</li> <li>- Practical insights into the work and offerings</li> <li>- Give informational materials and contacts to relevant organizations and support services</li> </ul> <p><b>Exercise: Research on mental health services</b> (30 min)</p> <p>Look through the informational materials provided from the support services and do an individual research on mental health services in the regions of the participants. The participants can make a list of the offers in their region and provide it their organisation. If there are more participants from the same region, they can work together in groups.</p> <p><b>Feedback and Reflection</b> (15 min)</p> <p>Give feedback on today using the “truffle pig - method” and not the “vulture - method”): The ‘vulture’ finds critical or less successful aspects, the ‘truffle pig’ finds good things.</p> <p>Invite participants to reflect on the day and make notes in the diary. What have I learned today? What was good for me today? What was the highlight? What good things will I tell others about today? What should I keep in mind for the future?</p>
<b>Conclusion</b>	<p>In conclusion, this exploration equips participants with a deep understanding of mental preventive measures, and the importance of mental health care within VET organizations. Armed with effective communication and empathy skills, they are well-prepared to promote mental health as integral to overall well-being and contribute to a supportive environment</p>

## Module 7: Understanding and dealing with mental health issues

<b>Brief description</b>	<p>Module 7 delves into various aspects of mental health and well-being, addressing interpersonal problems, intrapersonal challenges, addiction, stress, and the influence of modern technology.</p> <p>Educators will gain essential insights and strategies to support their students' mental health and navigate the complexities of modern life, from understanding conflicts and boundary setting to recognizing signs of stress and addressing cyberbullying. They will enhance their ability to create safe and supportive learning environments conducive to student well-being and academic success.</p>
<b>Number and age of participants</b>	15 - 20
<b>Applied methods</b>	Presentation of topic, focus groups
<b>Materials</b>	<p><i>flipcharts, pens</i></p> <p><i>Digital Materials:</i></p> <p>Template AHEADinVET PowerPoint-Presentation, Module 7, slides 111-127</p> <p>AHEADinVET Online Course, Module 7</p> <p>Digital materials and further information about mental health in VET can be found at <a href="http://www.aheadinvet.com">www.aheadinvet.com</a></p>
<b>Setting</b>	classroom or lecture hall resp. space large enough for 15-20 people to be able to move around; chairs and desk which can be shifted around to allow for small group work
<b>Duration</b>	7h (suggested 9:00 - 12:30, 13:30 – 17:00)

<b>Main target group</b>	Teachers and trainers in vocational education
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>- Identify and assess interpersonal and intrapersonal challenges affecting students' mental health and well-being.</li> <li>- Implement preventive measures and intervention strategies to address risk factors related to addiction, stress, and the impact of technology on well-being.</li> </ul>
<b>Competences achieved</b>	<p>Participants can ...</p> <ul style="list-style-type: none"> <li>- implement preventive measures and intervention strategies to address risk factors related to addictions, stress, and technology use.</li> <li>- manage conflicts and resolving interpersonal problems, fostering a more positive school environment and more effective relationships.</li> <li>- develop self-awareness to recognize and manage one's own reactions and stress, a critical skill for working in emotionally high-impact environments like VET schools.</li> <li>- apply stress management strategies that can be passed on to students to help reduce anxiety and improve their mental well-being.</li> </ul>
<b>Introduction</b>	<p><b>Welcome and introduction</b> (10 min)</p> <p><b>Energizer: Discussion every two minutes</b> (20 min)</p> <p>The participants divide into two groups of equal size. One group forms the inner circle, the other the outer circle. The circles face each other so that each person has a counterpart. The facilitator now asks a question, which the participants discuss. After a sign (after approx. two to three minutes), the outer circle moves in a clockwise direction. This gives each participant a new counterpart. The groups are given a new</p>

	<p>question. Depending on the size of the group and the question, the groups simply dissolve after a few rotations.</p> <p>The moderator can decide for themselves what they want to ask. Questions about everyday life or expectations of the event are particularly suitable, e.g:</p> <p><i>What experience do you have with ...?</i></p> <p><i>What do you already know about the topic?</i></p> <p><i>What did you take away from the last unit?</i></p> <p><i>What have you already done today?</i></p> <p><i>What are you particularly interested in about this topic?</i></p>
<b>Work phase</b>	<p><b>Group discussion</b> (30 min): Recognizing and Addressing Challenges in Student Well-Being</p> <ul style="list-style-type: none"> <li>• Purpose: Share insights and practical experiences on identifying and responding to student challenges in well-being.</li> <li>• Discuss the following questions in groups of about 4-5 people: <ol style="list-style-type: none"> <li>1. How can we recognize signs of interpersonal conflicts like bullying or aggression? What strategies have you used to address these?</li> <li>2. How do stress and internal struggles show up in students? How can teachers support students in managing these challenges?</li> <li>3. What indicators of addiction have you observed? How have you addressed them?</li> <li>4. How can modern technology affect students' mental health? What boundaries are effective?</li> </ol> </li> <li>• Goal: Identify practical strategies and best practices, leveraging collective knowledge to support student well-being more effectively.</li> </ul>

	<p><b>Workshop (30 min):</b> Developing Action Plans for Student and Teacher Well-Being</p> <p>Work in groups of about 4-5 people.</p> <ul style="list-style-type: none"> <li>● Objective: Equip participants with skills to create actionable plans addressing key areas of student and teacher well-being.</li> <li>● Workshop Steps: Divide into small groups and assign to each group a specific topic from the learning units.</li> </ul> <p>Case Studies: Provide each group with case studies relevant to their assigned topic. Every group has to:</p> <ul style="list-style-type: none"> <li>■ Identify Risk Factors: Discuss what risk factors or behaviors are apparent in the case studies.</li> <li>■ Propose Strategies: Develop targeted strategies for crisis intervention, stress management, and establishing healthy boundaries.</li> <li>■ Self-Care for Teachers: Include one self-care strategy for teachers to prevent burnout while supporting student needs.</li> <li>○ Present Solutions (on flipcharts): Each group shares their action plan with all participants.</li> </ul> <p><b><i>BREAK (15 min)</i></b></p> <p><b>Workshop (105 min):</b> Continuing the workshop after the break</p> <p><b><i>LUNCH BREAK (60 min)</i></b></p> <p><b>Expert presentation: Exercises self-help strategies (60 min):</b></p> <p>Self-Help Strategies Workshop</p> <ul style="list-style-type: none"> <li>● Overview: Learn effective self-help techniques to manage stress and promote mental well-being.</li> <li>● Techniques Covered: <ul style="list-style-type: none"> <li>○ Meditation: Practice relaxation and focus techniques to reduce stress.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Mindfulness: Learn to stay present and increase emotional awareness.</li> <li>○ Exercise: Understand the role of physical activity in mental health.</li> <li>○ Cognitive-Behavioral Techniques (CBT): Explore methods to reframe negative thoughts.</li> <li>● Goal: Equip yourself with strategies to foster resilience and mental balance.</li> </ul> <p>Questions and Reflections:</p> <ul style="list-style-type: none"> <li>○ Which self-help techniques do you feel most drawn to?</li> <li>○ How might these methods be integrated into a daily routine?</li> <li>○ What challenges do you anticipate, and how might you overcome them?</li> <li>● Next Steps: Practice these strategies in small groups, sharing insights on which methods resonate most and why.</li> </ul> <p><b><i>BREAK (15 min)</i></b></p> <p><b>Role play (60 min):</b></p> <p>Role-playing game about understanding and dealing with mental health problems. In this game, you play as different characters to explore mental health challenges and solutions.</p> <p>Before starting, choose your character from these three:</p> <p>Sofia, a young college student who struggles with anxiety and depression due to academic stress and her parents' expectations.  Marco, a middle-aged man who suffers from bipolar disorder and struggles to maintain balance and stability in his work and family life.  Chiara, a single mother with two teenage children who must deal with her depression while trying to be a strong and present parental figure.</p> <p>Once you've chosen your character, we'll begin to explore their mental health challenges and possible solutions.</p> <p>Sofia: Sofia often finds herself having to manage the weight of</p>
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	<p>expectations about her academic results and feels overwhelmed by anxiety and pressure. How could he deal with the situation and find balance in his life?</p> <p>Marco: Marco struggles with mood swings and disordered impulses due to bipolar disorder. How could you manage these symptoms and keep your work and family life in balance?</p> <p>Chiara: Chiara often feels overwhelmed by her depression as she tries to be a strong and present mother to her children. How could she find the support she needs to cope with her illness and care for herself and her family?</p> <p>Each character will face unique challenges related to their mental health, and will have to find different ways to face and overcome them. Choose the actions to take wisely and remember that asking for help and finding the right support are fundamental steps on the path to healing and mental well-being.</p> <p><b>Presentation and discussion of the results</b> (45 min).</p> <p>Each group presents their character's main challenges and the strategies they chose.</p> <p>Discuss effective ways to approach mental health issues and seek support.</p> <p>Reflection: What new perspectives did you gain from this exercise</p> <p><b>Conclusion and feedback</b> (15 min)</p> <p>Participants now have a toolkit of skills and strategies for managing mental health challenges.</p> <ul style="list-style-type: none"> <li>○ Practical self-help strategies</li> <li>○ Insights from role-playing mental health scenarios</li> <li>○ Techniques for stress management and resilience</li> </ul>
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	<ul style="list-style-type: none"> <li>● Feedback: Share any feedback on today's session, helping us improve future workshops.</li> <li>● Next Steps: Consider how these tools can be integrated into both personal practice and classroom support.</li> </ul> <p><b>Reflection</b> (15 min)</p> <p>Invite participants to reflect on the day and make notes in the diary. What have I learned today? What was good for me today? What was the highlight? What good things will I tell others about today? What should I keep in mind for the future?</p>
<b>Conclusion</b>	<p>The participants have a rich toolkit of skills and strategies to counteract these problems.</p>

## Module 8: Resilience

<b>Brief description</b>	In module 8 participants can expect to gain an understanding of mental health and resilience, explore techniques for developing personal resilience, discuss ways to promote resilience in everyday school life and among students, and delve into the concept of psychological growth. Through interactive sessions, they will acquire practical strategies and insights to support their own well-being and that of their students.
<b>Number of participants</b>	15 - 20
<b>Applied methods</b>	Expert presentation, group-exercise, discussions, self-reflection
<b>Materials</b>	<p>moderation cards, adhesive strips, flipcharts, pens</p> <p><i>Digital Materials:</i></p> <p>Template AHEADinVET PowerPoint-Presentation, Module 8, slides 128-149</p> <p>AHEADinVET Online Course, Module 8</p> <p>Digital materials and further information about mental health in VET can be found at <a href="http://www.aheadinvet.com">www.aheadinvet.com</a></p>
<b>Setting</b>	classroom or lecture hall resp. space large enough for 15-20 people to be able to move around; chairs and desk which can be shifted around to allow for small group work
<b>Duration</b>	7h (suggested 9:00 - 12:30, 13:30 – 17:00)

<b>Main target group</b>	Teachers and trainers in vocational education
<b>Learning objectives</b>	Participants will acquire knowledge and practical skills related to mental health, resilience development, and fostering resilience in both personal and educational contexts, ultimately contributing to their own well-being and that of their students.
<b>Competences achieved</b>	<p>The participants ...</p> <ul style="list-style-type: none"> <li>- understand the concept of resilience and its significance for mental health</li> <li>- understand the impact of resilience research on educational policies, practices, and the role of educators in fostering resilience.</li> <li>- know the resilience factors and the associated attitudes and skills and reflect on them in relation to the own life</li> <li>- have ideas of ways and approaches to strengthen the own (and organisational) resilience</li> </ul>
<b>Introduction</b>	<p><b>Welcome and introduction</b> (10 min)</p> <p><b>Exercise: Red roses</b> (20 min)</p> <p>Give yourself red roses in the truest sense of the word and write down 20 qualities that you like about yourself. Rose tip: Use the recommended number as a guide! This will help you to identify and write down your supposedly invisible or even 'self-evident' talents. You can also try and vary this with an acrostic. To do this, write the letters of your name vertically one below the other and use one line for each letter. Now write a word or a short sentence for each letter to visualise a positive quality or talent of yours. The letter from your name does not have to be at the beginning of the word or sentence, but can also be in the middle or at the end of the term.</p>

<p><b>Work phase</b></p>	<p><b>Theoretical input: Resilience (60 min)</b></p> <ul style="list-style-type: none"> <li>- Define resilience in the context of mental health</li> <li>- Basics of resilience research</li> <li>- Resilience in times of crisis</li> <li>- Tools and practical exercises for resilience training</li> <li>- Exercises to reduce stress and strengthen resilience</li> <li>- Mindfulness as a success factor for resilience (learning about and applying exercises from mindfulness practice)</li> </ul> <p><b>BREAK (15 min)</b></p> <p><b>Self-reflection about resilience (45 min)</b></p> <p>Questions for the <b>self-reflection</b> on this topic could be:</p> <ul style="list-style-type: none"> <li>- What strengthens you? What protects you?</li> <li>- What keeps you physically, emotionally and socially healthy despite many potential health-threatening influences?</li> <li>- How can you activate your own strengths to cope well with difficult situations and go through life stronger?</li> <li>- How can you improve your self-care in the morning, in everyday pedagogical life and after work?</li> <li>- What have you already achieved in your life?</li> <li>- What are you particularly proud of?</li> <li>- What are your 'small' successes in the last year?</li> <li>- How have you contributed to these successes?</li> <li>- What are the important goals in your life?</li> <li>- Define SMART goals for a good mental health in the future</li> </ul> <p>Each participant should reflect about 5 of those questions. The used questions and the personal answers should be written into the diary.</p>
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	<p><b>Theoretical input: promote resilience in students (60 min)</b></p> <ul style="list-style-type: none"> <li>- Relation of resilience, school and teacher</li> <li>- Know and apply appropriate methods and exercises to promote resilience in students.</li> </ul> <p><b>LUNCH BREAK (60 min)</b></p> <p><b>Group work: Resilience-promoting teaching (90 min)</b></p> <p>How can a resilience-promoting teaching unit be designed based on the following approaches and attitudes (according to Kriebs 2019)? Work it out in groups (4-5 people) and present your results with flipcharts.</p> <p>-&gt; Social and emotional learning: Lessons aimed at developing social and emotional competencies, such as self-reflection, empathy, communication, conflict resolution and relationship skills.</p> <p>→ Strengths-based approach: Focuses on identifying and developing students' individual strengths and talents to increase their self-confidence and self-efficacy.</p> <p>→ Problem-solving skills: Teaching methods that help students actively tackle problems and develop solution strategies. This also includes learning from mistakes and setbacks.</p> <p>→ Promoting positive thinking: Techniques such as positive self-talk, visualization and affirmations to overcome negative thought patterns and develop an optimistic mindset.</p> <p>→ Support in managing stress: Stress management techniques such as relaxation exercises, breathing techniques and mindfulness exercises to learn how to deal with stressful situations.</p> <p>→ Community building and collaboration: Activities that enable students to build positive relationships, encourage teamwork, and develop a sense of belonging and support in the school community.</p>
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→ Challenges and growth mindset: Encourage students to see challenges as opportunities for personal growth and to develop a positive attitude toward change and difficulties (Kriebs, 2019).

**BREAK** (15 min)

**Exercise: Oscar speech** (30 min)

After you have made the list of 20 compliments or perhaps even an acrostic, please write a speech in praise of yourself in your diary. This may sound strange at first, but it is very liberating. For which talents do you receive the Oscar? Refer to situations in which you think you have behaved in an exemplary manner and use expressions that are common for Oscar speeches (acknowledgement, funny or moving anecdotes, final appeal, etc.). If the participants want, they can present their oscar speech to the other participants

**Exercise: What I like about you ...** (30 min)

Each participant receives a small card on which they first write

their name. The card is stuck to the back of the person in question using adhesive tape. The participants now walk around the room and write on the card what they like about the person whose name is on the card.

For example, they can think about what positive things they have noticed about this person recently. In any case, it should be something nice. If you want to make this exercise even more anonymous, ask the participants to use the same type of pen, e.g. all a blue pen or all a pencil. This exercise can be accompanied by quiet music in the background.

The participants can stick the small card with the positive notes in their mental health diary.

It can be mentioned, that also free apps and online gratitude diaries and journals are available, e.g. day one, presently, 5 minute journal



	<p><b>Mood barometer (5 min)</b></p> <p>Use a flipchart and paint a thermometer, a scale from 1 to 10, or emoticons representing different moods (e.g., happy, neutral, sad, stressed)</p> <p>Ask participants to mark their current mood on the barometer. This can be done by placing a sticker or drawing a mark.</p> <p>Compare the results of the mood barometer to the result of the mood barometer of the beginning of the seminar.</p> <p><b>Self-evaluation-tool (20 min)</b></p> <p>Fill in the online Self-evaluation-tool of AHEADinVET again that can be found under the following link: <a href="https://evaluation.aheadinvet.com/">https://evaluation.aheadinvet.com/</a></p> <p><b>Conclusion, Feedback, Reflection and Farewell (20 min)</b></p> <ul style="list-style-type: none"> <li>- Discussion: Applying the learned concepts in the participants' professional context</li> <li>- Feedback session</li> <li>- Invite participants to reflect on the day and make notes in the diary. What have I learned today? What was good for me today? What was the highlight? What good things will I tell others about today? What should I keep in mind for the future?</li> <li>- Farewell</li> </ul>
<b>Conclusion</b>	<p>Participants now understand resilience deeply, its significance in personal and educational spheres, and practical strategies for its cultivation. They can define resilience, distinguish it from related concepts, and explain its importance for well-being and vocational success. Moreover, they are equipped to apply resilience models, identify resilience factors, and comprehend their role in preventive measures. Lastly, they recognize the impact of resilience research on</p>

	educational policies and practices, and their own role in fostering resilience as educators.
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## Sources of literature

Breit, S. & Zechner, K. (2024). *Selbstfürsorge und Teamresilienz. Online-Toolbox für pädagogisches Personal im elementaren Bildungseinrichtungen*. [https://www.ph-noe.ac.at/fileadmin/root\\_phnoe/PHN%C3%96/Department3/Toolbox/Toolbox\\_Barrierefrei\\_\\_003\\_.pdf](https://www.ph-noe.ac.at/fileadmin/root_phnoe/PHN%C3%96/Department3/Toolbox/Toolbox_Barrierefrei__003_.pdf)

Kriebs, S. (2019). *Resilienz in der Schule: Wie Kinder stark werden*. Junfermann Verlag.

## APPENDIX

Template Happy Playlist

Template Certificate

## AHEADinVET – Happy Playlist

The best hits for motivation and a good mood:

No.	Name	Title	Artist
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

# CERTIFICATE

## Mental Health Ambassador

*NAME of participant*

has successfully completed the Presence Training Seminar

**“Mental Health in Vocational Education”,**

on DATE

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Place, Date

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Performing Organisation



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