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# MENTAL HEALTH AMBASSADORS

## CURRICULUM

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## Table of contents

MENTAL HEALTH AMBASSADORS PROGRAM.....	1
MENTAL HEALTH AMBASSADORS CURRICULUM .....	1
Module 1: What is Mental Health? .....	3
Module 2: Context and Framing Mental Health in VET and Education.....	12
Module 3: Psychological development .....	20
Module 4: Psychosocial disabilities .....	27
Module 5: Other health or social issues.....	40
Module 6: Organizing for mental health and Communication skills .....	49
Module 7: Understanding and dealing with mental health issues .....	62
Module 8: Resilience .....	73
Learning Pathway .....	83

## MENTAL HEALTH AMBASSADORS PROGRAM

The Erasmus+ project AHEADinVET is dedicated to advancing European discourse on mental health in education, especially in vocational education (VET) and building competencies of teachers and trainers in dealing with mental health issues.

Results of a pre-study showed the teachers and trainers recognise a significant growth of mental health issues among students that negatively impacts their ability to learn and function. At the same time, many educators feel that their initial training has not adequately prepared them to handle these issues.

To address this gap, the MENTAL HEALTH AMBASSADORS program was developed within the AHEADinVET project. This program provides vocational education teachers and trainers with the knowledge and skills needed to raise awareness of mental health issues in the classroom and support students more effectively.

The program includes:

- the present Curriculum for the MENTAL HEALTH AMBASSADORS program
- a modular and granular [e-learning course](#)
- and a seminar plan for Presence training (eight days workshop)

Upon completing the entire program, learners will be equipped to take on leadership roles and drive organisational change within educational institutions.

## MENTAL HEALTH AMBASSADORS CURRICULUM

The Mental Health Ambassadors Curriculum was developed based on the needs of teachers and trainers in VET. Needs assessment was carried out through a pan-European online survey with over 400 participating VET teachers and trainers from Austria, Belgium, Croatia, Greece, and Italy. The Curriculum was further developed through in-depth interviews with twelve VET teachers in the project's partner countries (Austria, Belgium, Croatia, Greece, and Italy) and their insights in skills and competence needs. The detailed results of the pre-study can be found in the [Policy paper](#) created in the AHEADinVET project.

### Purpose

This Curriculum provides a foundational structure to support the development and implementation of learning materials, tools, and training activities within the project. Its primary purpose is to outline the key themes, competences, and learning pathways necessary to strengthen mental health awareness and capacity within Vocational Education and Training (VET) institutions.

It lays the foundation for providing evidence-based knowledge on mental health issues in the “classroom” and help teachers and trainers to gain in-depth understanding about mental

health problems faced by their students, how those influence the learning process and educational outcomes, and help them deal with those.

## Learners

The Mental Ambassadors Curriculum as well as the e-learning course and presence training course are intended for teachers and trainers in vocational education and life-long learning.

Before you start knowledge acquisition in course of the e-learning course, you can check your current level of competence by using our [self-evaluation tool](#).

## Structure of curriculum

The Curriculum is structured according to 8 Modules:

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

Each module consists of five learning units. Within each learning unit, there are five to six learning phases, and each learning phase is linked to one specific learning objective. Furthermore, each learning phase includes around five detailed, detailed learning objectives that support the achievement of the main objective for that phase.

Each learning unit requires approximately one to two hours of self-directed learning.

## Module 1: What is Mental Health?

This module provides a [foundational understanding of mental health](#), an essential element of overall well-being and a crucial factor in the learning and development of individuals in vocational education. The module begins by defining key concepts such as mental health, mental health problems, and mental well-being. It explores how these concepts are understood from multiple perspectives, including biological, psychological, social, and cultural frameworks. Learners are encouraged to reflect on the diversity of mental health definitions and the ways in which context influences our understanding.

The module highlights the importance of mental health within the broader concept of health, emphasizing its interdependence with [physical, emotional, and social well-being](#). It introduces the notion of a holistic approach to mental health, underlining the interconnectedness of life domains and advocating for a comprehensive and inclusive view of well-being.

Special attention is given to promoting mental health within vocational education and training (VET) institutions. The module offers [practical strategies and examples of good practice](#) that support mental health literacy, non-judgmental communication, and inclusive school environments. Learners will also examine the spectrum of mental health problems, identifying signs, symptoms, risk and protective factors, and understanding the significant impact of mental health on educational outcomes.

Finally, the module introduces the concept of [recovery in mental health](#), presenting both clinical and personal recovery models. It explores principles such as empowerment, connectedness, and co-creation, emphasizing the active role individuals and their support networks can play in the recovery process.

This module lays the groundwork for all subsequent modules by fostering critical reflection and awareness of mental health as a multifaceted, dynamic, and deeply human experience.

[Module 1. consist of following Learning Units:](#)

Learning Unit 1: What is mental health?

Learning Unit 2: Mental health problems

Learning Unit 3: Signs and symptoms

Learning Unit 4: Causes of mental health problems

## Learning Unit 5: Recovery in mental health

In the Table below you can find associated learning phases (LP), learning objective and fine learning outcomes for each of the learning Units (LU) within the module (M).

M2. Learning Unit 1: What is Mental Health?		
Learning Phase	Learning objective	Fine learning outcomes
M1LU1_What is mental Health? _LP1	Define concepts of mental health and mental health problems, understand the difference between these two concepts as well as different conceptualisation of mental health.	<ol style="list-style-type: none"> <li>1. You can define the term and concept of mental health and understand the meaning.</li> <li>2. You can explain the term and concept of mental health issues.</li> <li>3. You can reflect on the concepts of mental health and mental health issues in a differentiated way</li> <li>4. You understand the diverse concepts and definitions of mental health, which can vary depending on the cultural, social, and historical context.</li> <li>5. You know different models and approaches to conceptualising mental health, including biological, psychological, social and cultural perspectives.</li> </ol>
M1LU1_ Importance of mental health_LP2	Understand and explain the importance and position of mental health within the general concept of health.	<ol style="list-style-type: none"> <li>1. You can understand and explain the importance and position of mental health within the general concept of health.</li> <li>2. You can recognise and explain the interactions between mental health and other dimensions of health such as physical health and social well-being.</li> <li>3. You know how important mental health is for the overall state of health and can explain its influence on general well-being.</li> <li>4. You can list consequences of neglected mental health for overall health status and can emphasise the importance of a comprehensive view of health.</li> <li>5. You can describe and implement measures to promote mental health.</li> </ol>
M1LU1_Mental health and mental wellbeing_LP3	Define the concepts of mental health and well-being and examine similarities and difference	<ol style="list-style-type: none"> <li>1. You can define and understand the term "mental well-being".</li> <li>2. You can differentiate between the concepts of mental health and mental wellbeing.</li> <li>3. You can define physical aspects of well being</li> <li>4. You can define emotional aspects of wellbeing.</li> <li>5. You can define spiritual aspects of well-being</li> </ol>

M1LU1_ Holistic approach to mental health_LP4	Explain the holistic approach to mental health and the interconnectedness of various aspects of an individual's life - physical, emotional, social, environmental, and spiritual to address mental health concerns by promoting balance and integration across these domains.	<ol style="list-style-type: none"> <li>1. You can define a holistic approach to mental health.</li> <li>2. You can describe the motivations behind the holistic approach to mental health.</li> <li>3. You can support personal growth, self-discovery, and fulfilment of student's and acknowledge the importance of ongoing learning and development.</li> <li>4. You can provide examples of how to empower individuals to take an active role in their own mental health care.</li> <li>5. You can advocate for students needs and help them make informed choices.</li> </ol>
M1LU1_Promoting mental health in VET organisations_LP5	Describe activities and values that promote mental health in VET and provide examples of good practices.	<ol style="list-style-type: none"> <li>1. You can promote mental health literacy through personal acceptance and designated programmes in VET</li> <li>2. You can describe social, emotional, and behavioural learning</li> <li>3. You can take steps in increasing connectedness between teachers, school staff and pupils in VET</li> <li>4. You can apply psychosocial understanding of mental health in everyday work</li> <li>5. You can use non-judgmental communication and create safe environment</li> </ol>
<b>M1. Learning Unit 2: Mental health problems</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M1LU2_What are mental health issues?_LP1	Define and describe different models of mental health issues and emphasise the relevance of psychosocial model in the context of VET	<ol style="list-style-type: none"> <li>1. You can name different models of mental health</li> <li>2. You can analyse and evaluate advantages and disadvantages of different models of mental health issues</li> <li>3. You can differentiate and critically appraise between terms mental health issues, mental distress, and mental illness.</li> <li>4. You can define and elaborate the term mental health disabilities</li> <li>5. You apprehend how understanding of mental health issues influences approach in dealing with mental health</li> <li>6. You apprehend how different models of mental health affect perception of mental health problems in society and take that into account in the context of vocational education.</li> </ol>
M1LU2_Spectrum of mental health problems_LP2	Introduce most common mental health problems and the concept of spectrum of mental health problems	<ol style="list-style-type: none"> <li>1. You can name the most common mental health problems and understand how they can affect daily life and interpersonal relationships.</li> </ol>

		<p>2. You can recognise and analyse the different perspectives and views on mental health problems to develop a broader understanding of the complexity of this issue.</p> <p>3. You understand how diverse cultural, social and historical contexts can lead to different understandings of mental health problems and can reflect on this diversity.</p> <p>4. You can recognise the difficulties and differences in classifying and naming mental health problems and can reflect on these critically.</p> <p>5. You understand the importance of approaching mental health problems in a differentiated way and depending on the context, and how this can contribute to better coping.</p>
<p>M1LU2_Risk and protective factors_LP4</p>	<p>Explain various risk and protective factors in mental health and the complex interactions on factors on individual, social, cultural, and environmental level.</p>	<p>1. You can list numerous factors that influence mental health</p> <p>2. You know how various stress factors can increase the risk of mental health problems.</p> <p>3. You understand the importance of protective factors.</p> <p>4. You can analyse and evaluate risk factors and protective factors for mental health and understand how a balance between them can strengthen resilience.</p> <p>5. You can analyse the complex interactions between several factors that influence mental health and understand how individual, social, cultural and environmental factors can interact.</p>
<p>M1LU2_The impact of mental health problems on the learning process_LP5</p>	<p>Describe how mental health problems affect the training process and define the importance of mental health for successful education.</p>	<p>1. You can describe how mental health problems influence the educational process and understand the effects</p> <p>2. You can recognise the impact mental health problems have on learners' learning ability, motivation, and concentration.</p> <p>3. You can analyse and evaluate the impact of mental health problems on the learning progress and performance of learners in a vocational school context.</p> <p>4. You can defend the importance of a holistic approach to promoting mental health in the training process and can develop strategies to support affected learners</p> <p>5. You can demonstrate promoting mental health for training success and recognise how a healthy learning environment contributes to effectively achieving learning objectives.</p>

M1. Learning Unit 3: Signs and symptoms		
Learning phase	Learning objective	Fine learning outcomes
M1LU3_Definition of signs and symptoms_LP1	Describe the difference between symptoms and signs in general and in the field of mental disabilities	<ol style="list-style-type: none"> <li>1. You can define signs in mental health issues</li> <li>2. You can define symptoms in mental health issues</li> <li>3. You can define concepts of severity and duration of mental health problems</li> <li>4. You can describe the concept of subjectivity and personal appraisal of signs and symptoms</li> <li>5. You can critically evaluate the concept of normality</li> </ol>
M1LU3_Importance and significance of signs and symptoms in the field of mental health_LP2	Determine the importance and difficulties in identifying signs and symptoms in the field of mental health	<ol style="list-style-type: none"> <li>1. You can reflect on the importance of signs and symptoms of mental health problems</li> <li>2. You can reflect on the difficulty of identifying signs and symptoms</li> <li>3. You can discuss the role of cultural and social factors in recognizing the signs and symptoms of mental health difficulties</li> <li>4. You can define inward signs and symptoms</li> <li>5. You can define outward signs and symptoms</li> </ol>
M1LU3_The most common signs of mental problems and disabilities_LP3	Describe the most common signs related mental health disabilities and distinguish their significance for mental health	<ol style="list-style-type: none"> <li>1. You can evaluate changes in sleep patterns as indicative of mental health issues</li> <li>2. You can evaluate changes in concentration and task execution as indicative of mental health issues</li> <li>3. You can evaluate changes in behaviour such as neglecting personal appearance and social withdrawal as indicative of mental health issues</li> <li>4. You can evaluate changes in behaviour such as skipping school and work obligations as indicative of indicative of mental health issues</li> <li>5. You can evaluate changes in behaviour related to emotional regulation (irritability, acting out, self-harm) as indicative of mental health issues</li> </ol>
M1LU3_The most common symptoms of mental health problems and disabilities_LP4	Describe the most common symptoms related to mental health disabilities and distinguish their significance for mental health	<ol style="list-style-type: none"> <li>1. You can evaluate loss of interest and pleasure as indicative of mental health disabilities</li> <li>2. You can evaluate sadness or low mood as indicative of mental health disabilities</li> <li>3. You can evaluate fatigue or low energy as indicative of mental health disabilities</li> <li>4. You can evaluate feelings of anxiety and fear as indicative of mental health disabilities</li> </ol>

		<p>5. You can evaluate suicidal thoughts as indicative of mental health disabilities</p> <p>6. You can evaluate hallucinations as indicative of mental health disabilities</p>
M1LU3_Determinants of the mental health disabilities in the healthcare_LP5	Describe qualitative and quantitative characteristics of signs and symptoms and how those are understood as syndromes by medical professionals	<p>1. You can define qualitative aspect of signs and symptoms</p> <p>2. You can define quantitative aspect of signs and symptoms</p> <p>3. You can comprehend the concept of overlapping signs and symptoms</p> <p>4. You can define the concept of syndrome(s)</p> <p>5. You can critically evaluate the relevance of medical diagnoses in the educational context</p>
M1LU3_Impact of mental health problems on learning_LP6	Describe how the symptoms of mental disabilities influences learning and behavioural processes of pupils and educators in various development cycles	<p>1. You can explain how different symptoms influence academic performance of individual</p> <p>2. You can explain how different symptoms influence attendance and punctuality of individual</p> <p>3. You can explain how different symptoms influence social behaviour of individual</p> <p>4. You can explain how different symptoms motivation and engagement of individual</p> <p>5. You can describe how symptoms create challenges in schoolwork and provide possible solutions</p>
<b>M1. Learning Unit 4: Causes of mental health problems</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M1LU4_Psychosocial model of mental health disabilities_LP1 -	Give the framework for understanding causes and barriers to mental health	<p>1. You can describe the main assumptions of psychosocial model of health</p> <p>2. You can name types of factors influencing mental health</p> <p>3. You can illustrate the role of social and environmental barriers as causes of mental health</p> <p>4. You will be able to apply the principles of the psychosocial approach to practical interventions and measures to promote the mental health of learners.</p>
M1LU4_Psychological factors contributing to mental health disabilities_LP2	Explore how individual psychological characteristics can contribute to the development or exacerbation of disabilities.	<p>1. You can describe how trauma, contributes to the development or exacerbation of disabilities.</p> <p>2. You can describe stress contributes to the development or exacerbation of disabilities</p> <p>3. You can define coping skills</p> <p>4. You can describe how coping contributes to the development or exacerbation of disabilities</p> <p>5. You can describe the concept of psychological resilience</p>

<p>M1LU4_Social factors contributing to mental health disabilities_LP3</p>	<p>Discuss the influence of social relationships, social support networks, and social roles on individuals' mental health and functioning.</p>	<ol style="list-style-type: none"> <li>1. You can describe how social relationships influence mental health disabilities</li> <li>2. You can describe how social support networks influence mental health disabilities</li> <li>3. You can describe how social roles influences mental health disabilities and vice versa</li> <li>4. You can explain how social factor influence social functioning</li> </ol>
<p>M2LU4_Environmental factors contributing to mental health disabilities_LP4</p>	<p>Examine the impact of environmental stressors on mental health</p>	<ol style="list-style-type: none"> <li>1. You can describe the influence of poverty on mental health</li> <li>2. You can describe the influence of discrimination on mental health</li> <li>3. You can describe the impact of a lack of resources on mental health.</li> <li>4. You can describe the influence of violence on mental health</li> <li>5. You can describe the influence of lack of resources on mental health</li> </ol>
<p>M1LU4_Biological factors contributing to mental health disabilities_LP5</p>	<p>Explain how potential biological factors interact with environmental, psychological, and social factors to shape mental health outcomes.</p>	<ol style="list-style-type: none"> <li>1. You can name and evaluate potential biological factors influencing mental health disabilities such as genetics and heredity and the epigenetic concept</li> <li>2. You can name and evaluate potential biological factors influencing mental health disabilities such hormonal and neurotransmitters disbalance</li> <li>3. You can name and evaluate potential biological factors influencing mental health disabilities such as medical conditions and immune system dysregulation</li> <li>4. You can assess and discuss the complex interplay of biological and psychosocial factors in shaping mental health outcomes</li> </ol>
<p>M1LU4_Protective factors for mental health_LP6</p>	<p>Understand characteristics, attributes, or conditions that help individuals cope with stress, adversity, and mental health challenges, reducing their vulnerability to developing mental health problems or disorders.</p>	<ol style="list-style-type: none"> <li>1. You can explain the role of protective factors in mental health</li> <li>2. You can promote stable school environment and strong social support</li> <li>3. You can implement and teach adaptive coping strategies such as problem-solving, seeking social support, positive reframing, relaxation techniques, and mindfulness</li> <li>4. You can apply assertiveness and effective communication</li> <li>5. You can apprehend and promote cultural awareness</li> </ol>

Learning phase	Learning objective	Fine learning outcomes
M1LU5_Defining clinical recovery in mental health_LP1	Explain the concept of clinical recovery and its place in the field of healthcare	<ol style="list-style-type: none"> <li>1. You can define clinical recovery</li> <li>2. You can explain the relevance of clinical recovery in the mental health system in terms of symptom alleviation</li> <li>3. You can explain the relevance of clinical recovery in terms of restoration of social functioning</li> <li>4. You can evaluate the limitations of clinical recovery in terms of duration and individual characteristics</li> </ol>
M1LU5_Defining personal recovery in mental health_LP2	Use and apply the concept of personal recovery in everyday life	<ol style="list-style-type: none"> <li>1. You can describe different concepts of personal recovery</li> <li>2. You can differentiate between clinical recovery and personal recovery</li> <li>3. You can explain the relevance of personal recovery in the educational system</li> <li>3. You can apprehend the uniqueness of personal recovery process</li> <li>4. You can support the process of discovery among students and peers</li> <li>5. You can identify barriers in school environment which impede the process of personal recovery</li> </ol>
M1LU5_Principles of personal recovery_LP3	Understand the concept of complementary processes instrumental to recovery	<ol style="list-style-type: none"> <li>1. You can describe the role of connectedness in mental health recovery</li> <li>2. You can describe the role of hope in mental health recovery</li> <li>3. You can describe the role of identity in mental health recovery</li> <li>4. You can describe the role of meaning in mental health recovery</li> <li>5. You can describe the role of empowerment in mental health recovery</li> </ol>
M1LU5_Participants in mental health recovery_LP3	Understand the roles of individuals, peers, teachers, school staff, family, and the community in the recovery process	<ol style="list-style-type: none"> <li>1. You can apprehend the role of individual in recovery</li> <li>2. You can apprehend the role of peers in recovery</li> <li>3. You can apprehend the role of teachers and school staff in recovery</li> <li>4. You can apprehend the role of family in recovery</li> <li>5. You can apprehend the role of community in recovery</li> </ol>
M1LU5_Support and supporters in mental health_LP4	Describe and apply the concept of peer support and supporters in VET	<ol style="list-style-type: none"> <li>1. You can define peer support and supporters</li> <li>2. You can describe elements of effective peer support provision (mutuality and shared respect)</li> <li>3. You can differentiate between informal, community and per led programmes, and peer support in healthcare</li> <li>4. You can apprehend the value of peer supporters</li> </ol>

		5. You can illustrate examples of peer support in educational setting
M1LU5_Co-creation in mental health_LP5	Understand the concept of co-creation in mental health recovery incl. benefits and barriers	<ol style="list-style-type: none"> <li>1. Describe the concept of co-creation in mental health recovery.</li> <li>2. You can discuss benefits and barriers in co-creation</li> <li>3. You can define the role of students in co-creation</li> <li>4. You can illustrate examples of co-creation in educational systems</li> </ol>
M1LU5_Empowerment and mental health_LP6	Understand the concept of empowerment in health and mental health	<ol style="list-style-type: none"> <li>1. You can define the concept of empowerment</li> <li>2. You can describe the multidimensionality of empowerment</li> <li>3. You can describe and illustrate self-reliance as dimension of empowerment</li> <li>4. You can describe and illustrate participation in decisions as dimension of empowerment</li> <li>5. You can describe and illustrate dignity and respect as dimension of empowerment</li> <li>6. You can describe and illustrate belonging and contributing to a wider community as dimension of empowerment.</li> </ol>

## Module 2: Context and Framing Mental Health in VET and Education

This module explores the broader context in which mental health issues arise and are addressed within vocational education and training (VET). It equips teachers and trainers with a deeper [understanding of the structural, cultural, and policy-related factors](#) that shape mental health experiences and responses in educational settings.

Beginning with an overview of education's role in a rapidly changing world, the module highlights the importance of VET in preparing learners for social and economic transitions. It introduces the European educational framework, discusses key challenges in VET—such as technological transformation, dropout rates, and staff recruitment—and explains how these influence mental health outcomes. Learners reflect on how [social, economic, and digital shifts impact educational environments](#) and generate stressors for both students and educators.

The module then examines the [complex relationship between mental health and education](#), showing how they influence one another in dynamic and bidirectional ways. Special attention is given to classroom culture, educational policy, and the proactive role of teachers in fostering mental health and inclusion. Real-world strategies for promoting student well-being within the learning process are explored, including examples of policy integration, flexible school practices, and mental health literacy.

Another key focus of the module is [the stigma surrounding mental health](#). Learners analyse the origins and types of stigma, its consequences for help-seeking, social functioning, and academic performance, and develop practical anti-stigma interventions suited to educational settings.

[Legal and ethical considerations](#) are addressed through a dedicated unit that covers student rights, privacy, confidentiality, and anti-discrimination frameworks. It provides teachers with clear guidance on duty of care, referral processes, and how to create culturally competent, respectful school environments.

The final unit addresses [education policy and mental health](#) from a systemic perspective. Learners explore the development of policy frameworks across Europe and assess how these influence school-level practices. Intersectional and inclusive policy approaches are encouraged, with emphasis on integrating mental health promotion into curricula and

everyday school life. Best-practice models from across the region are analysed for transferability and effectiveness.

Overall, Module 2 situates mental health within the real-world educational landscape and gives learners the tools to navigate it with awareness, confidence, and a commitment to positive change.

**Module 2. consists of following Learning Units:**

Learning Unit 1: The role of education in the changing world

Learning Unit 2: Connection between mental health and education

Learning Unit 3: The stigma of mental health

Learning Unit 4: Ethical and legal issues

Learning Unit 5: Politics and administration: education policy and mental health

In the Table below you can find associated learning phases (LP), learning objectives and fine learning outcomes for each of the learning Units (LU) within the module (M).

M2 Learning Unit 1: The role of education in the changing world		
Learning phases	Learning objective	Fine learning outcomes
M2LU1_European educational framework and VET education_LP1	Describe key aspects of the role of education in preparing individuals for the challenges and opportunities of the future.	<ol style="list-style-type: none"> <li>1. You can give overview of history of VET in Europe</li> <li>2. You can name key features of European educational framework</li> <li>3. You can explain the European Qualifications Framework (EQF)</li> <li>4. You can explain European Credit System for Vocational Education and Training (ECVET),</li> <li>5. You can describe the role of VET education in the labour market</li> </ol>
M2LU1_Challenges in VET education_LP2	Recognise current challenges in VET education	<ol style="list-style-type: none"> <li>1. You can provide evidence for the importance of VET</li> <li>2. You can discuss the interplay of integration of technology, workplace collaboration and VET</li> <li>3. You can discuss difficulties in teacher and trainers' recruitment</li> <li>4. You can analyse reasons behind dropout from VET</li> <li>5. You can formulate workable solutions to challenges in VET</li> </ol>
M2LU1_Influencing factors in educational environment_LP3	Recognise factors influencing mental health in educational environment	<ol style="list-style-type: none"> <li>1. You can explain how the wider context of mental health crisis impacts educational environment</li> <li>2. You can explain how the wider context of societal changes impacts educational environment</li> </ol>

		<p>3. You can explain how the economic changes influence educational environment</p> <p>4. You can explain how social media and internet impact educational environment</p> <p>5. You recognize how teachers approach and their behaviour influences mental health of students.</p>
M2LU1_Stressors in the educational environment_LP4	Define stressors in the educational environment	<p>1. You can name stressors on the organizational level</p> <p>2. You can name stressors on personal level</p> <p>3. You can describe changes in society which contribute to stressors in educational environment</p> <p>4. You can recognize the influence of society on mental health on individuals</p> <p>5. You recognise signs of stress and excessive demands on pupils at an early stage.</p>
M2LU1_Models of mental health_LP5	Define the role of education in the psychosocial model of health	<p>1. You can define the psychosocial model of health.</p> <p>2. Know how the psychosocial approach considers the interactions between individual factors and social contexts in relation to mental health.</p> <p>3. You understand how education is a mean of promoting mental health and the role it plays in the psychosocial approach.</p> <p>4. You can identify different psychosocial factors that can affect the mental health of VET learners</p> <p>5. You will be able to apply the principles of the psychosocial approach to practical interventions and measures to promote the mental health of learners.</p>
<b>M2 Learning Unit 2: Connection between mental health and education</b>		
<b>Learning phases</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M2LU2_Mental health challenges in classroom_LP1	Understand the bidirectional relationship of mental health and learning	<p>1. You can name most common mental health challenges in today's classroom</p> <p>2. You can explain the influence of classroom culture on mental health of individuals</p> <p>3. You can explain influence of mental health issues on cognitive, emotional, and behavioural functioning</p> <p>4. You can explain influence of mental health issues on academic performance</p> <p>5. You can analyse relationship between mental health issues and social interactions</p>
M2LU2_Education policy and mental health_LP2	Understanding the relevance of including mental health policies in VET organisations	<p>1. You will be able to foster a positive and inclusive learning environment that promotes mental well-being</p> <p>2. You will be able to address bullying, discrimination, and create a culture of respect and support.</p> <p>3. You will be able to implement inclusive practices that consider the diverse mental health needs of</p>

		<p>students, including those with specific challenges or conditions</p> <p>4. You will be able to establish flexible academic policies that accommodate the unique needs of students experiencing mental health challenges</p> <p>5. You can apprehend the importance of collaborating with mental health professionals</p>
M2LU2_The role of teachers in protecting mental health_LP3	Apply practices that promote mental health	<p>1. You can describe and implement behaviours that build positive relationship</p> <p>2. You can describe and implement elements of creating safe and inclusive classroom</p> <p>5. You can promote growth, recognize, and celebrate diversity</p> <p>3. You can implement behaviours which normalise mental health conversation</p> <p>4. You can provide structured and supportive learning environment</p> <p>6. You can promote self-care</p>
M2LU2_ Strategies and policies on MH in VET education_LP4	Describe key aspects of successfully implemented mental health policies in education	<p>1. You can illustrate examples of embedded mental health in the curricula</p> <p>2. You can foster inclusive and positive school culture</p> <p>3. You can illustrate flexible and supportive academic policies</p> <p>4. You can promote healthy work environment</p> <p>6. You can illustrate Examples of best practices</p>
<b>M2. Learning Unit 3: The stigma of mental health</b>		
<b>Learning phases</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M2LU3_What is stigma?_LP1	Define stigma in the context of mental health	<p>1. You can define stigma</p> <p>2. You can describe types of stigma (self-stigma, public stigma, professional stigma, and institutional stigma)</p> <p>3. You can define stereotypes and prejudices</p> <p>4. You can define discrimination</p> <p>5. You can elaborate effects of stigmatisation in different social contexts and could describe these in more detail</p>
M2LU3_Origines of stigma_LP2	Understand the origins of stigma surrounding mental health	<p>1. You can apprehend psychology behind stigma</p> <p>2. You can name and explain six dimensions of stigma (conceal-ability, course, disruptiveness, peril, origin, and Aesthetics)</p> <p>3. You can name and explain dimensions of stability, controllability, and pity</p> <p>4. You can explain stigma in relation to mental health</p> <p>5. You can explain stigma in relation to other characteristics (gender, sexual orientation, nationality)</p>

		6. You can apprehend fear of disclosure and use approach to facilitate safe disclosure
M2LU3_Impact of stigma on mental health_LP3	Understand the impact of stigma on mental health	<ol style="list-style-type: none"> <li>1. You can illustrate barriers to seeking help</li> <li>2. You can illustrate isolation and social withdrawal</li> <li>3. You can describe impact of stigma on self-esteem</li> <li>4. You can explain exacerbation of symptoms due to stigma</li> <li>5. You can describe impact of stigma on relationships</li> </ol>
M2LU3_Impact of stigma on education_LP4	Understand the impact of mental health stigma on learning and career	<ol style="list-style-type: none"> <li>1. You can explain how stigma impacts reduced academic performance</li> <li>2. You can describe the effects of lack of understanding and awareness of mental health issues on individuals</li> <li>4. You can discuss the impact of discrimination and bullying on the mental health of students.</li> <li>5. You can analyse how a negative school culture can intensify pupils' mental health problems.</li> <li>6. You can assess the impact of mental health stigma on students' future career opportunities</li> </ol>
M2LU3_Combating mental health stigma_LP5	Describe and apply strategies to combat mental health stigma in schools	<ol style="list-style-type: none"> <li>1. You can describe methods to normalize conversations about mental health in educational settings You can develop strategies to create safe spaces for students to discuss mental health</li> <li>2. You can develop strategies to create safe spaces for students to discuss mental health.</li> <li>3. You can design educational anti-stigma interventions to improve mental health awareness</li> <li>4. You can outline the components of mental health literacy programs suited for educational environments.</li> <li>5. You can evaluate the effectiveness of student-led initiatives that aim to reduce mental health stigma.</li> </ol>
<b>M2. Learning Unit 4: Ethical and legal issues</b>		
<b>Learning phases</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M2LU4_Ethics and legal conditions_LP1	Understand legal and ethical considerations related to mental health in the educational systems,	<ol style="list-style-type: none"> <li>1. You understand what ethics means in the context of mental health in education</li> <li>2. You can describe the European legal framework that regulates the rights and protection of persons in the context of mental health in educational institutions</li> <li>3. You understand the balance between ethics and law in the context of mental health in education</li> <li>4. You understand ethical considerations when supporting students with mental health challenges.</li> <li>5. You know the rights of students in connection with their mental health.</li> </ol>

M2LU4_Privacy and confidentiality_LP2	Understand and explain common ethical dilemmas of confidentiality and privacy	<ol style="list-style-type: none"> <li>1. You understand what privacy means</li> <li>2. You understand the concept of confidentiality, which is the duty of educational institutions and professionals</li> <li>3. You can name laws on privacy and confidentiality</li> <li>4. You understand the concept of informed consent and respecting the autonomy of individuals</li> <li>5. You understand the importance of recognising and responding to breaches of privacy and confidentiality.</li> </ol>
M2LU4_Preventing Bullying and Harassment_LP3	How to prevent bullying and harassment	<ol style="list-style-type: none"> <li>1. Understand what bullying and harassment mean, including the different ways in which they can occur</li> <li>2. You can recognise signs of bullying and harassment</li> <li>3. You can recognise the serious impact of bullying and harassment on mental health</li> <li>4. You can identify and implement strategies to create a safe and inclusive environment</li> <li>5. You can describe the ethical and legal responsibilities that schools and education professionals have to promote the mental wellbeing of all students.</li> </ol>
M2LU4_Anti-discrimination laws_LP4	Understand anti-discrimination laws and rights and duties in regard to the topic	<ol style="list-style-type: none"> <li>1. You can identify and describe different forms of discrimination.</li> <li>2. You can name the basic anti-discrimination laws and guidelines and know how to apply them in everyday school life.</li> <li>3. You understand the rights of students with regard to discrimination</li> <li>4. You understand your duties as a teacher when dealing with discrimination</li> <li>5. You can apply strategies to combat or prevent discrimination at school</li> </ol>
M2LU4_Duty to warn and protect_LP5	Understand the duties when dealing with mental health issues of students to protect them and others	<ol style="list-style-type: none"> <li>1. You understand the importance of ethical principles in dealing with mental health issues</li> <li>2. You understand legal practices related to the treatment of mental health issues.</li> <li>4. You understand referral procedures that describe the process of identifying students with possible mental health issues and referring them to appropriate specialist services or support services</li> <li>5. You understand the importance of supporting students with mental health problems and know the different forms of support available</li> <li>6. You understand the need for support for teachers in dealing with mental health issues and know possible support options</li> </ol>

M2LU4_Cultural competence and diversity_LP6	Understand how to create culturally sensitive environment and honour diversity	<ol style="list-style-type: none"> <li>1. You can define and describe the concept of intercultural education.</li> <li>2. You can describe the legal framework regarding the provision of culturally competent and inclusive psychosocial services in the school context.</li> <li>3. You understand the importance of an inclusive school environment that respects and values all cultures.</li> <li>4. You can describe and apply necessary steps to create an inclusive school environment.</li> <li>5. You understand how to develop and expand your own cultural competence</li> </ol>
<b>M2. Learning Unit 5: Politics and administration: education policy and mental health</b>		
<b>Learning phases</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M2LU5_ Fundamentals of education policy and mental health_LP1	Understand the fundamentals of education policy and mental health	<ol style="list-style-type: none"> <li>1. You can provide an overview of European education policy.</li> <li>2. You can describe the historical development of education policy in relation to mental health</li> <li>3. You can explain why education policy is relevant for the promotion of their students' mental health</li> <li>4. You can analyse and understand the impact of education policy on the mental health of their students</li> <li>5. You can identify examples of successful policy measures to promote mental health in education</li> </ol>
M2LU5_ Analysing existing education policy related to mental health_LP2	Analyse existing educational policy in regard to mental health in vocational education	<ol style="list-style-type: none"> <li>1. You can identify current challenges and opportunities in education policy to promote mental health.</li> <li>2. You can recognise and explain the importance of continuous evaluation and adaptation of educational policies about mental health</li> <li>3. You know how educational policy can be designed to take better account of the mental health of their students.</li> <li>4. You can recognise educational policy approaches to mental health from different countries.</li> <li>5. You will be able to identify areas for improvement in existing education policy with regard to mental health and make suggestions for its further development.</li> </ol>
M2LU5_ Developing and implementing educational measures to promote mental health_LP3	Develop and implement strategies to integrate and promote mental health education in vocational schools	<ol style="list-style-type: none"> <li>1. You can develop strategies for integrating mental health into your lessons and school activities.</li> <li>2. You know how to implement good practices and guidelines to promote mental health in everyday school life.</li> <li>3. You understand the importance of a participatory and inclusive approach to developing educational interventions to promote mental health.</li> <li>4. You can develop and plan strategies for implementing and scaling mental health promotion education in your specific vocational school context.</li> </ol>

<p>M2LU5_ Intersectional approaches in education policy to promote mental health_LP4</p>	<p>Explain, develop, and implement intersectional approaches to mental health promotion in vocational education</p>	<ol style="list-style-type: none"> <li>1. You can explain the importance of intersectional approaches for promoting the mental health of your students.</li> <li>2. You know how different dimensions of diversity can be integrated into your teaching and school activities.</li> <li>3. You can develop mental health promotion strategies that take into account the diverse needs and experiences of your students.</li> <li>4. You can understand the challenges and opportunities of intersectional approaches to mental health promotion in the school environment.</li> <li>5. You can plan and evaluate measures to implement intersectional approaches in your specific vocational school context.</li> </ol>
<p>M2LU5_ Integrating mental health into the curriculum and everyday school life_LP5</p>	<p>Explain and evaluate the importance and methods of integrating mental health into the curriculum and everyday school life</p>	<ol style="list-style-type: none"> <li>1. You can explain why the integration of mental health into the curriculum and everyday school life is important.</li> <li>2. You know how mental health topics can be integrated into different subjects.</li> <li>3. You know about the importance of promoting a supportive and inclusive classroom climate and can explain this in more detail.</li> <li>4. You can evaluate the effectiveness of measures to integrate mental health into everyday school life and adjust</li> </ol>
<p>M2LU5_ Best-practice educational policy approaches_LP6</p>	<p>Identify, describe, and evaluate successful educational policy approaches that promote mental health in vocational education</p>	<ol style="list-style-type: none"> <li>1. You will be able to identify successful educational policy approaches that effectively promote the mental health of students.</li> <li>2. You can describe how these good practices have been successfully implemented in different educational contexts and be able to describe their key features.</li> <li>3. You can apprehend the principles and strategies that underpin successful educational approaches to mental health promotion.</li> <li>4. You will be able to recognise the challenges and opportunities in transferring these good practices to your own school environment and develop strategies for adaptation.</li> <li>5. You will be able to evaluate the effectiveness of educational policy approaches to mental health promotion and make informed decisions for your own educational practice on this basis.</li> </ol>

## Module 3: Psychological development

This module offers a comprehensive overview of human [psychological and psychosocial development across the lifespan](#), emphasizing its relevance in educational settings, particularly vocational education and training (VET). It aims to equip teachers and trainers with a deeper understanding of how developmental processes influence learning, behaviour, and well-being—and how education can, in turn, support healthy psychological development.

The module begins with an introduction to [major developmental theories](#), including psychodynamic, psychosocial, cognitive-behavioural, evolutionary, and attachment theories. Each perspective offers insight into how individuals grow and change emotionally, cognitively, and socially. Learners explore how these theories can be applied to tailor educational strategies, improve relationships with students, and create supportive learning environments.

A developmental lens is then applied to [the key life stages—childhood, adolescence, and adulthood](#). Each phase is examined in detail, with attention to age-specific developmental tasks, psychosocial crises, learning processes, and optimal teaching approaches. Educators are encouraged to recognise the unique needs of learners at different stages, adapting their communication and methods accordingly.

The module also introduces the concept of [developmental virtues and core pathologies](#) from Erikson's psychosocial theory, offering educators tools to support not just academic growth but emotional resilience and identity formation. Practical techniques, such as modelling, symbolic play, peer mentoring, and role experimentation, are introduced as central processes to support development.

Importantly, the module includes a unit on [mortality and psychological development](#)—an often-overlooked aspect in education. Here, learners reflect on aging, death, loss, and grief, and how these topics can be approached with sensitivity and empathy in the educational context. The emphasis is on fostering resilience, emotional literacy, and a supportive classroom climate that acknowledges the full range of human experience.

Through a lifespan approach, Module 3 empowers VET educators to recognise and respond [to the developmental needs of both students and themselves](#), promoting mental health, personal growth, and lifelong learning as interconnected processes.

Module 3 consists of following Learning Units:

Learning Unit 1: Developmental theories

Learning Unit 2: Childhood

Learning Unit 3: Adolescence

Learning Unit 4: Adulthood

Learning Unit 5: Mortality and development

In the Table below you can find associated learning phases (LP), learning objective and fine learning outcomes for each of the learning Units (LU) within the module (M).

M3 Learning Unit1 : Developmental theories		
Learning phases	Learning objective	Fine learning outcomes
M3LU1_Psychological development: introduction_LP1	Use and apply the lifespan perspective of psychological development in everyday work with pupils and their primary caregivers	<ol style="list-style-type: none"> <li>1. You can differentiate between growth and development</li> <li>2. You can illustrate the four main areas of skill acquisition in relation to developmental norms</li> <li>3. You can debate the lifespan perspective assumptions related to the idea that development occurs across all age groups</li> <li>4. You can list and illustrate the cornerstones of the early sensorimotor development</li> <li>5. You can list and illustrate the cornerstones of the early brain development</li> <li>6. You can list and illustrate the cornerstones of early language development</li> </ol>
M3LU1_Psychodynamic theory of development_LP2	Create and use educational approach considering the psychodynamic developmental aspects	<ol style="list-style-type: none"> <li>1. You can explain the concept of drive theory</li> <li>2. You can list in order levels of the consciousness: unconscious, preconscious, and conscious</li> <li>3. You can analyse interconnectedness of the three instances of the human mind: id, ego, and superego.</li> <li>4. You can list in order and illustrate psychosexual stages of development</li> <li>5. You can clarify the processes of fixation and regression.</li> </ol>
M3LU1_Psychosocial theory of development_LP3	Create and use educational approach considering the psychosocial developmental aspects	<ol style="list-style-type: none"> <li>1. You can identify and describe the basic principles of the psychosocial approach to human development</li> <li>2. You can detect and analyse fundamental concepts of psychosocial development</li> <li>3. You can distinguish two opposing emotional forces of the psychosocial crisis</li> </ol>

		<p>4. You can determine coping skills that are acquired as a result of the resolution of the crisis</p> <p>5. You can differentiate psychosocial development</p>
M3LU1_Cognitive and behavioural (learning) theory of development_LP4	Create and use educational approach considering the cognitive and behavioural developmental aspects	<p>1. You can differentiate three fundamental components: schema, assimilation, and accommodation.</p> <p>2. You can distinguish stages of cognitive development and their influence on learning process</p> <p>3. You can apply classical conditioning in teaching</p> <p>4. You can apply operant (instrumental) conditioning in teaching</p> <p>5. You can apply modelling as a part of teaching process</p>
M3LU1_Evolutionary theory of development_LP5	Create and use educational approach considering the evolutionary developmental aspects	<p>1. You can recognize and apprise process of adaptation in educational environment</p> <p>2. You can differentiate four factors on which evolutionary process depends</p> <p>3. You will be able to consider the sensitive period in which pupils are during teaching</p> <p>4. You can determine developmental implications of the evolutionary perspective</p>
M3LU1_Theory of attachment_LP6	Create and use educational approach considering the attachment developmental aspects	<p>1. You can identify and describe the basics of attachment</p> <p>2. You can order the developmental phases of attachment</p> <p>3. You can manage separation anxiety in the classroom</p> <p>4. You can implement the secure attachment environment in educational process</p> <p>5. You can detect the patterns of insecure attachment</p>
<b>M3. Learning Unit 2: Childhood</b>		
<b>Learning phases</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M3LU2_Pregnancy and prenatal development_LP1	Apprehend developmental aspects of pregnancy and prenatal period	<p>1. You can illustrate developmental considerations of pregnancy</p> <p>2. You can explain the basics of brain development during prenatal period</p> <p>3. You can illustrate sensorimotor development during prenatal period</p> <p>4. You can describe bonding and attachment between mother and unborn child</p>
M3LU2_Infancy (0–18 months)_LP2	Interpret the main aspects of the psychological development during infancy and build age-appropriate approach in teaching	<p>1. You can discuss the developmental tasks during infancy</p> <p>2. You can apprehend the main aspects of sensorimotor and language development</p> <p>3. You can detect the patterns of attachment with primary caregiver</p>

		<p>4. You can differentiate between success in this stage - development of basic virtue of hope (basic virtue or strength or adaptive ego quality) and withdrawal as a core pathology.</p>
M3LU2_ Toddlerhood (18 months to 3 years)_LP3	Interpret the main aspects of the psychological development during toddlerhood and build age-appropriate approach in teaching	<p>1. You can discuss the developmental tasks during toddlerhood</p> <p>2. You can constitute educational approach considering the psychosocial crisis of autonomy vs. shame and doubt</p> <p>4. You can use modelling and imitation in educational process – central process for resolving the psychosocial crisis</p> <p>5. You can differentiate between success in this stage - development of basic virtue of will (basic virtue or strength or adaptive ego quality) and compulsion as a core pathology</p>
M3LU2_ Preschool age (3–6 years) _LP4	Interpret the main aspects of the psychological development during preschool age and build age-appropriate approach in teaching	<p>1. You can discuss the developmental tasks during preschool age</p> <p>2. You can apprehend the main aspects of cognitive, motor and language development</p> <p>3. You can constitute educational approach considering the psychosocial crisis of initiative versus guilt</p> <p>4. You can use symbolic play and symbolic drawing in educational process</p> <p>5. You can recognize identification as a central process for resolving the psychosocial crisis</p> <p>6. You can differentiate between success in this stage - development of basic virtue of purpose (basic virtue or strength or adaptive ego quality) and inhibition as a core pathology</p>
M3LU2_ Middle childhood (6–12 years) _LP5	Interpret the main aspects of the psychological development during middle childhood and build age-appropriate approach in teaching	<p>1. You can discuss the developmental tasks during middle childhood</p> <p>2. You can apprehend the main aspects of cognitive development and latency-peace from the turmoil of libidinal forces</p> <p>3. You can constitute educational approach considering the psychosocial crisis of industry versus inferiority</p> <p>4. You can recognize education as a central process for resolving the psychosocial crisis</p> <p>5. You can differentiate between success in this stage - development of basic virtue of competence (basic virtue or strength or adaptive ego quality) and inertia as a core pathology</p>

M3LU2_Developmental considerations of childhood in educational process_LP6	Shape the educational process with developmental considerations of childhood	<ol style="list-style-type: none"> <li>1. You can consider key developmental aspects of childhood</li> <li>2. You can recognise the main characteristics of the learning processes during infancy</li> <li>3. You can recognise the main characteristics of the learning processes during toddlerhood</li> <li>4. You can recognise the main characteristics of the learning processes during preschool age</li> <li>5. You can apply tailored teaching techniques</li> </ol>
<b>M3. Learning Unit 3: Adolescence</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M3LU3_Phases of adolescence_LP1	Recognise phases of adolescence and the main developmental issues related to them	<ol style="list-style-type: none"> <li>1. You can recognise three main phases of adolescence</li> <li>2. You can consider the key developmental issues of early adolescence</li> <li>3. You can consider the key developmental issues of middle adolescence</li> <li>4. You can consider the key developmental issues of late adolescence</li> </ol>
M3LU3_Adolescence_LP2	Interpret the main aspects of the psychological development during adolescence and build age-appropriate approach in teaching	<ol style="list-style-type: none"> <li>1. You can discuss the developmental tasks during adolescence</li> <li>2. You can use peer pressure and influence for peer-mentoring learning programs</li> <li>3. You can constitute educational approach considering the psychosocial crisis of identity consolidation versus identity diffusion</li> <li>4. You can recognise the role experimentation as a central process for resolving the psychosocial crisis</li> <li>5. You can use teaching techniques that promote role experimentation</li> <li>6. You can differentiate between success in this stage – development of basic virtue of fidelity to values (basic virtue or strength or adaptive ego quality) and repudiation as a core pathology</li> </ol>
M3LU3_Developmental considerations of adolescence in educational process_LP3	Shape the educational process with developmental considerations of adolescence	<ol style="list-style-type: none"> <li>1. You can evaluate key developmental aspects of adolescence</li> <li>2. You can recognize the main characteristics of the learning processes during adolescence</li> <li>3. You can apply tailored teaching techniques</li> </ol>
<b>M3. Learning Unit 4: Adulthood</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>

<p>M3LU4_Early adulthood (21/25–35 years)_LP1</p>	<p>Interpret the main aspects of the psychological development during early adulthood and build age-appropriate approach in teaching</p>	<ol style="list-style-type: none"> <li>1. You can discuss the developmental tasks during early adulthood</li> <li>2. You can constitute educational approach considering the psychosocial crisis of intimacy versus isolation</li> <li>3. You can practice interpersonal skills such as communication, empathy, conflict resolution, and boundary-setting.</li> <li>4. You recognise mutuality with peers as a central process for resolving the psychosocial crisis</li> <li>5. You can differentiate between success in this stage - development of basic virtue of love (basic virtue or strength or adaptive ego quality) and exclusivity as a core pathology</li> </ol>
<p>M3LU4_Middle adulthood (35-65 years)_LP2</p>	<p>Interpret the main aspects of the psychological development during middle adulthood and build age-appropriate approach in teaching</p>	<ol style="list-style-type: none"> <li>1. You can discuss the developmental tasks during middle adulthood</li> <li>2. You can constitute educational approach considering the psychosocial crisis of generativity versus stagnation</li> <li>3. You will be able to foster informal learning</li> <li>4. You can embrace lifelong learning approach</li> <li>5. You can recognize person-environment interaction and creativity as central processes for resolving the psychosocial crisis</li> <li>6. You can differentiate between success in this stage - development of basic virtue of care (basic virtue or strength or adaptive ego quality) and rejectivity as a core pathology.</li> </ol>
<p>M3LU4_Late adulthood (65- )_LP3</p>	<p>Interpret the main aspects of the psychological development during late adulthood and build age-appropriate approach in teaching</p>	<ol style="list-style-type: none"> <li>1. You can discuss the developmental tasks during late adulthood</li> <li>2. You can constitute educational approach considering the psychosocial crisis of integrity versus despair</li> <li>3. You can use strategies such as mnemonic devices, visualization, and repetition in educational process</li> <li>4. You can promote digital literacy and technology training</li> <li>5. You recognise introspection as a central process for resolving the psychosocial crisis</li> <li>6. You can differentiate between success in this stage - development of basic virtue of wisdom (basic virtue or strength or adaptive ego quality) and disdain as a core pathology</li> </ol>
<p>M3LU4_Developmental considerations of adulthood in educational process_LP4</p>	<p>Shape the educational process with developmental considerations of adulthood</p>	<ol style="list-style-type: none"> <li>1. You can describe key developmental aspects of adulthood</li> </ol>

		<ul style="list-style-type: none"> <li>2. You can recognise the main characteristics of the learning processes during adulthood</li> <li>3. You can apply tailored teaching techniques.</li> </ul>
<b>M3. Learning Unit 5: Mortality and psychological development</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M3LU5_ Life expectancy and longevity_LP1	Understand rapid changes in age distribution in general population, life expectancy and longevity	<ul style="list-style-type: none"> <li>1. You can describe the term life expectancy</li> <li>2. You can describe the term longevity</li> <li>3. You can discuss worldwide trends regarding life expectancy</li> <li>4. You can name strategies that promote healthy aging</li> <li>5. You can promote healthy aging surrounding in education</li> </ul>
M3LU5_ Mortality and psychosocial development_LP2	Promote age-appropriate approach to process of dying and death	<ul style="list-style-type: none"> <li>1. You can describe mortality patterns at distinct stages of the lifespan.</li> <li>2. You can clarify age-dependent differences in perceiving the death</li> </ul>
M3LU5_ Coping with dying and loss_LP3	Appreciate individual differences in coping with dying and loss and promote psychosocial growth and resilience	<ul style="list-style-type: none"> <li>1. You can clarify factors that influence coping with dying and death</li> <li>2. You can differentiate five stages of grief</li> <li>3. You can discuss bereavement and grief</li> <li>4. You can promote psychosocial growth through bereavement</li> </ul>
M3LU5_ Developmental considerations of mortality in educational process_LP4	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.	<ul style="list-style-type: none"> <li>1. You consider key developmental aspects of mortality in education</li> <li>2. You can apply tailored teaching techniques.</li> </ul>

## Module 4: Psychosocial disabilities

This module equips teachers and trainers in vocational education and training (VET) with a [practical and compassionate understanding of psychosocial disabilities](#), which are increasingly present among students—and often overlooked. The goal is to foster awareness of the lived experiences of individuals with psychosocial disabilities and to promote inclusive educational practices that are sensitive to their needs.

The module begins by introducing the [concept of psychosocial disabilities](#), highlighting the shift from a strictly biomedical perspective to a more holistic biopsychosocial model. Educators explore how this approach is relevant to education and how it supports respectful, inclusive communication. The unit also addresses the importance of lived experience, helping educators appreciate personal narratives beyond diagnoses.

Through a series of targeted learning units, the module examines [six key categories of psychosocial disabilities](#) commonly encountered in VET contexts: depression, anxiety, behavioural and emotional regulation difficulties, psychosis, and developmental disabilities. For each category, educators are introduced to defining features, causes, and signs across the lifespan. Special emphasis is placed on how these challenges manifest in school behaviour, influence academic performance, and create barriers to learning.

Each topic includes practical guidance on [identifying risk and protective factors](#) in the school environment, supporting affected students, and working collaboratively with mental health professionals. Educators are encouraged to create psychologically safe spaces, use active listening, and understand referral pathways. Evidence-based interventions and treatment modalities are introduced in a way that supports informed and compassionate engagement without requiring clinical expertise.

A strong thread running through the module is [the legal and ethical obligation to support inclusive education](#) and uphold the rights of learners with psychosocial disabilities. Teachers are introduced to relevant policies and frameworks, with an emphasis on identifying and dismantling systemic, attitudinal, and physical barriers to education.

By the end of the module, educators are empowered to recognise **the complex realities of psychosocial disabilities**, respond with sensitivity and skill, and contribute to building a school culture that affirms dignity, inclusion, and mental health for all.

Module 4. consists of following learning Units:

Learning Unit 1: Psychosocial disabilities

Learning Unit 2: Experiencing depression

Learning Unit 3: Experiencing anxiety

Learning Unit 4: Experiencing behavioural and emotional regulation difficulties

Learning Unit 5: Experiencing psychosis

Learning Unit 6: Experiencing developmental disabilities

In the Table below you can find associated learning phases (LP), learning objective and fine learning outcomes for each of the learning Units (LU) within the module (M).

M4. Learning Unit 1: Psychosocial disabilities		
Learning phase	Learning objective	Fine learning outcomes
M4LU1_Defining psychosocial disabilities_LP1	Introduce the concept of psychosocial disabilities.	<ol style="list-style-type: none"> <li>1. You can explain the shift from biomedical model to psychosocial model</li> <li>2. You can discuss the relevance of biopsychosocial concept of mental health in the field of health care</li> <li>3. You can discuss the relevance of psychosocial concept of mental health in the educational field</li> <li>4. You can recognise stigma inducing terms in relation to mental health issues</li> <li>5. You will be able to communicate inclusive terms in relation to mental health</li> </ol>
M4LU1_Psychosocial disability vs. medical diagnosis_LP2	Provide the understanding of medical diagnosing with its positives and negatives in the health care systems and its relevance for educational setting	<ol style="list-style-type: none"> <li>1. You can define and explain the purpose of medical diagnosing and discuss its relevance in the educational system</li> <li>2. You can name main classification systems</li> <li>3. You can explain how a diagnose is structured</li> <li>4. You can evaluate strengths and weakness of classification systems</li> <li>5. You can evaluate advantages of psychosocial approach</li> <li>6. You can apply psychosocial understanding of mental health in educational setting</li> </ol>
M4LU1_Lived experience_LP3	Explain psychological and social advantages of understanding the	<ol style="list-style-type: none"> <li>1. You can define the concept of lived experience</li> </ol>

	concept of lived experience of mental health issues	<ol style="list-style-type: none"> <li>2. You can discuss the importance of individual experience in understanding mental health issues</li> <li>3. You will be able to implement individual approach in discussing mental health issues</li> <li>4. You can elaborate the relation of lived experience and diagnosis</li> <li>5. You can prioritize individual experience in everyday educational setting</li> </ol>
M4LU1_Spectrum of psychosocial disabilities_LP5	Give overview of the most common psychosocial disabilities especially among students' population and teachers	<ol style="list-style-type: none"> <li>1. You can name the most common mental health problems</li> <li>2. You can name most common psychosocial disabilities</li> <li>3. You can name most common mental health problems among student population</li> <li>4. You can name most common psychosocial disabilities student population</li> <li>5. You can name most common mental health problems among teachers and trainers</li> <li>6. You can name most common psychosocial disabilities among teachers and trainers</li> </ol>
M4LU1_Rights of people with psychosocial disabilities_LP6	Emphasise the rights of persons with psychosocial disabilities to education and obligation of inclusive systems on all levels	<ol style="list-style-type: none"> <li>1. You can recognise and support principles and practices of inclusive education</li> <li>2. You can identify elements of learning environments that accommodate the needs of all learners, regardless of psychosocial disability.</li> <li>3. You can recognise various barriers that individuals with psychosocial disabilities face in accessing education</li> <li>4. You can recognise and eliminate physical, attitudinal, and systemic barriers in accessing education</li> <li>5. You can apply knowledge of legal frameworks related to disability rights and inclusive education</li> <li>6. You can apply knowledge of regulations related to disability rights and inclusive education</li> </ol>
<b>M4. Learning Unit 2: Experiencing depression</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M4LU2_What is depression?_LP1	Give overview of major features of depression and related disabilities	<ol style="list-style-type: none"> <li>1. You can list signs and symptoms related to depression</li> <li>2. You can describe and differentiate between types of depression</li> <li>3. You can explain how depression influences functioning</li> <li>4. You can appraise depression and symptoms of depression as part of a spectrum</li> </ol>

		<p>5. You can explain how depression influences school behaviour</p> <p>6. You can evaluate the impact of depression of academic performance</p>
M4LU2_What causes depression?_LP2	Explain mechanisms underlying depression	<p>1. You can explain current scientific knowledge on factors that contribute to the onset of depression</p> <p>2. You can discuss the role of early life experiences in shaping vulnerability to depression later in life.</p> <p>3. You can identify psychosocial stressors that contribute to the onset and exacerbation of depression</p> <p>4. You can apply the psychosocial model in understanding depression</p> <p>5. You can describe and evaluate possible impact of stressors in educational system on onset of depression</p>
4LU2_Risk and protective factors_LP3	Give overview of risk and protective factors for depression	<p>1. You can identify psychosocial stressors that contribute to the onset and exacerbation of depression</p> <p>2. You can evaluate the role of trauma, chronic stress, and interpersonal conflicts in depressive reaction.</p> <p>3. You can identify risk factors in school environment such as academic and peer related stress</p> <p>4. You can discuss the role of early life experiences in shaping vulnerability to depression later in life</p> <p>5. You can illustrate protective factors that can mitigate the risk of depression.</p> <p>6. You can evaluate the role of strong social support networks, positive coping skills, healthy lifestyle habits, and access to mental health resources on the onset of depression</p>
M4LU2_Depression through life span_LP4	Introduce aspects of depression in relation to age	<p>1. You can name common signs and symptoms of depression in childhood</p> <p>2. You can name common signs of depression in adolescents</p> <p>3. You can name common signs and symptoms of depression in adults</p> <p>4. You can name common signs of depression in older people</p> <p>5. You can recognise student(s) experiencing depression</p> <p>6. You can recognise personal experience of depression</p>

M4LU2_ School intervention and cooperation with mental health professionals_LP6	Understand the possibilities of school interventions and referrals for depressed students	<ol style="list-style-type: none"> <li>1. You will be able to use effective communication skills to engage with students who may be struggling with depression</li> <li>2. You will be able to create a safe and non-judgmental space for students to express their feelings and concerns</li> <li>3. You will listen actively and be able to provide appropriate support and encouragement.</li> <li>4. Be familiar with school-based and community resources available to support students with depression</li> <li>5. You can evaluate the role of school counsellors, mental health professionals, support groups, and crisis hotlines.</li> <li>6. You will be able to connect students to these resources when needed</li> </ol>
M4LU2_ Support and treatment options for people experiencing depression_LP5	Familiarise teachers with different support and treatment modalities	<ol style="list-style-type: none"> <li>1. You can define peer support and give example of school-based practices</li> <li>2. You can describe basic concepts of counselling</li> <li>3. You can describe basic concepts of psychotherapy for depression</li> <li>4. You can apprehend basic concepts of evidence-based therapy options for depression</li> <li>5. You can recognise when referral to mental health professional is needed</li> <li>6. You can describe what to expect of medical treatment</li> </ol>
<b>M4. Learning Unit 3: Experiencing anxiety</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M4LU2_What is anxiety?_LP1	Give overview of major features of anxiety and related disabilities	<ol style="list-style-type: none"> <li>1. You can recognise diverse types of anxiety</li> <li>2. You can name signs and symptoms of anxiety</li> <li>3. Understand the spectrum of anxiety</li> <li>4. You can explain how anxiety influences functioning in general</li> <li>5. You can explain how anxiety influences school behaviour</li> <li>6. You Understand the impact of anxiety on academic performance</li> </ol>
M4LU2_What causes anxiety?_LP2	Explain mechanisms underlying anxiety	<ol style="list-style-type: none"> <li>1. You can describe current scientific knowledge on factors that contribute the onset of depression</li> <li>2. You can discuss the role of early life experiences in shaping vulnerability to anxiety later in life.</li> <li>3. You can identify psychosocial stressors that contribute to the onset and exacerbation of anxiety</li> </ol>

		<p>4. You can describe how trauma, chronic stress, and interpersonal conflicts contribute to the onset of anxiety.</p> <p>5. You can apply the psychosocial model to understanding of anxiety</p> <p>6. You can evaluate how school environment contributes to anxiety in students.</p>
M4LU2_Risk and protective factors_LP3	Give overview of risk and protective factors for anxiety	<p>1. You can identify the role of psychosocial stressors to the onset and exacerbation of anxiety</p> <p>2. You can describe how trauma, chronic stress, and interpersonal conflicts contribute to anxiety</p> <p>3. You can identify risk factors in school environment such as academic and peer related stress</p> <p>4. You can discuss the role of early life experiences in shaping vulnerability to anxiety later in life</p> <p>5. You can recognize protective factors that can mitigate the risk of anxiety</p> <p>6. You can apprehend how strong social support networks, positive coping skills, healthy lifestyle habits, access to mental health resources act as protective factors</p>
M4LU2_Anxiety through life span_LP4	Understand aspects of anxiety in relation to age	<p>1. You can name common signs and symptoms of anxiety in children</p> <p>2. You can name common signs and symptoms of anxiety in adolescents</p> <p>3. You can name common signs and symptoms of anxiety in adults</p> <p>4. You can name common signs and symptoms of anxiety in old age</p> <p>5. You can recognise student(s) experiencing anxiety</p> <p>6. You can recognise personal experience of anxiety</p>
M4LU2_School intervention and cooperation with mental health professionals_LP6	Understand interventions within school system in case of students struggling with anxiety	<p>1. You can use effective communication skills to engage with students who may be struggling with anxiety</p> <p>2. You can create a safe and nonjudgmental space for students to express their feelings and concerns</p> <p>3. You can listen actively and provide appropriate support and encouragement.</p> <p>4. You are familiarised with school-based and community resources available to support students with anxiety,</p> <p>5. You recognise the role of school counsellors, mental health professionals, support groups, and crisis hotlines.</p>

		6. You are able to connect students to these resources when needed.
M4LU2_ Support and treatment options for people experiencing anxiety_LP5	Familiarise teachers with different support and treatment modalities	<ol style="list-style-type: none"> <li>1. You apprehend basic concepts of counselling</li> <li>2. You apprehend basic concepts of psychotherapy for anxiety</li> <li>3. You apprehend basic concepts of evidence-based therapy options for anxiety</li> <li>4. You recognise when referral to mental health professional is needed</li> <li>5. You can describe what to expect of medical treatment</li> <li>6. You evaluate the importance of peer support and give example of school-based practices</li> </ol>
<b>M4. Learning Unit 3: M4. Experiencing behavioural and emotional regulation difficulties</b>		
<b>Learning phase</b>	<b>Learning objectives</b>	<b>Fine learning outcomes</b>
M4LU2_What are behavioural and emotional regulation difficulties_LP1	Give overview of major features of behavioural and emotional regulation difficulties	<ol style="list-style-type: none"> <li>1. You can recognise different types of behavioural and emotional regulation difficulties</li> <li>2. You can name signs and symptoms of behavioural and emotional regulation difficulties</li> <li>3. You can explain how behavioural and emotional regulation difficulties influence functioning in general</li> <li>4. You can explain how behavioural and emotional regulation difficulties influence school behaviour</li> <li>5. You apprehend the impact of behavioural and emotional regulation difficulties on academic performance</li> </ol>
M4LU2_What causes behavioural and emotional regulation difficulties?_LP2	Explain mechanisms underlying behavioural and emotional regulation difficulties	<ol style="list-style-type: none"> <li>1. You can describe current scientific knowledge on factors that contribute to the onset of behavioural and emotional regulation difficulties</li> <li>2. You can discuss the role of early life experiences in shaping vulnerability to behavioural and emotional regulation difficulties later in life.</li> <li>3. You can identify psychosocial stressors that contribute to the onset and exacerbation of behavioural and emotional regulation difficulties</li> <li>4. You can describe how trauma, chronic stress, and interpersonal conflicts contribute to behavioural and emotional regulation difficulties</li> <li>5. You can apply the psychosocial model to understanding of behavioural and emotional regulation difficulties</li> <li>6. You can evaluate how school environment can contribute to</li> </ol>

		behavioural and emotional regulation difficulties in students.
M4LU2_Risk and protective factors_LP3	Understand risk and protective factors for behavioural and emotional regulation difficulties	<ol style="list-style-type: none"> <li>1. You can identify psychosocial stressors that contribute to the onset and exacerbation of behavioural and emotional regulation difficulties, such as trauma, chronic stress, and interpersonal conflicts.</li> <li>2. You can identify risk factors in school environment such as academic and peer related stress</li> <li>3. You can discuss the role of early life experiences in shaping vulnerability to behavioural and emotional regulation difficulties later in life</li> <li>4. You can recognize protective factors that can mitigate the risk of behavioural and emotional regulation difficulties,</li> <li>5. You recognise how strong social support networks, positive coping skills, healthy lifestyle habits, and access to mental health resources can have positive impact to behavioural and emotional regulation difficulties.</li> </ol>
M4LU2_Behavioural and emotional regulation difficulties through life span_LP4	Understand aspects of behavioural and emotional regulation difficulties in relation to age	<ol style="list-style-type: none"> <li>1. You can name common signs and symptoms of behavioural and emotional regulation difficulties in children</li> <li>2. You can name common signs and symptoms of behavioural and emotional regulation difficulties in adolescents</li> <li>3. You can name common signs and symptoms of behavioural and emotional regulation difficulties in adults</li> <li>4. You can name common signs and symptoms of behavioural and emotional regulation difficulties in older age</li> <li>5. You can recognise student(s) experiencing behavioural and emotional regulation difficulties</li> <li>6. You can recognise personal experience of behavioural and emotional regulation difficulties</li> </ol>
M4LU2_School intervention and cooperation with mental health professionals_LP6	Understand and apply interventions within school system in case of students struggling with behavioural and emotional regulation difficulties	<ol style="list-style-type: none"> <li>1. You can use effective communication skills to engage with students who may be struggling with behavioural and emotional regulation difficulties</li> <li>2. You can create a safe and non-judgmental space for students to express their feelings and concerns,</li> <li>3. You can listen actively and provide appropriate support and encouragement.</li> </ol>

		<p>4. You are familiar with school-based and community resources available to support students with behavioural and emotional regulation difficulties,</p> <p>5. You can apprehend the role of school counsellors, mental health professionals, support groups, and crisis hotlines.</p> <p>6. You can connect students to these resources when needed.</p>
M4LU2_ Support and treatment options for people experiencing behavioural and emotional regulation difficulties_LP5	Understand and apply different support and treatment modalities	<p>1. You can define peer support and give examples of school-based practices</p> <p>2. You can describe basic concepts of counselling</p> <p>3. You can describe basic concepts of psychotherapy for behavioural and emotional regulation difficulties</p> <p>4. You can describe basic concepts of evidence-based therapy options for behavioural and emotional regulation difficulties</p> <p>5. You can recognise when referral to mental health professional is needed</p> <p>6. You can describe what to expect of medical treatment</p>
<b>M4. Learning Unit 4: Experiencing psychosis</b>		
<b>Learning phases</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M4LU2_What is psychosis?_LP1	Understand major features of psychosis and related disabilities	<p>1. You can apprehend the experience of psychosis</p> <p>2. You can describe different types of psychosis</p> <p>3. You can name signs and symptoms of psychosis</p> <p>4. You can explain how psychosis influences functioning in general</p> <p>5. You can explain how psychosis influences school behaviour</p> <p>6. You can evaluate the impact of psychosis on academic performance</p>
M4LU2_What causes psychosis?_LP2	Explain mechanisms underlying psychosis	<p>1. You can describe current scientific knowledge on factors that contribute the onset of psychosis</p> <p>2. You can discuss the role of early life experiences in shaping vulnerability to psychosis later in life.</p> <p>3. You can identify psychosocial stressors that contribute to the onset and exacerbation psychosis</p> <p>4. Understand how trauma, chronic stress, and interpersonal conflicts contribute to psychosis</p> <p>5. You can apply the psychosocial model to understanding of psychosis</p>

		6. You can evaluate how school environment influences psychosis in students.
M4LU2_Risk and protective factors_LP3	Understand and describe risk and protective factors for psychosis	<ol style="list-style-type: none"> <li>1. You can identify psychosocial stressors that contribute to the onset and exacerbation of psychosis,</li> <li>2. You can identify how trauma, chronic stress, and interpersonal conflicts contribute to the onset of psychosis</li> <li>3. You can discuss the role of early life experiences in shaping vulnerability to psychosis later in life</li> <li>4. You can identify risk factors in school environment such as academic and peer related stress</li> <li>5. You can recognize protective factors that can mitigate the risk of psychosis,</li> <li>6. You apprehend how strong social support networks, positive coping skills, healthy lifestyle habits, and access to mental health resources can be a protective factor for psychosis.</li> </ol>
M4LU2_Psychosis through life span_LP4	Understand aspects of psychosis in relation to age	<ol style="list-style-type: none"> <li>1. You can name common signs and symptoms of psychosis in children</li> <li>2. You can name common signs and symptoms of psychosis in adolescents</li> <li>3. You can name common signs and symptoms of psychosis in adults</li> <li>4. You can name common signs and symptoms of psychosis in older age</li> <li>5. You can recognise student(s) experiencing psychosis</li> <li>6. You can apprehend personal experience of psychosis</li> </ol>
M4LU2_School intervention and cooperation with mental health professionals_LP6	Understand and apply interventions within school system in case of students struggling with psychosis	<ol style="list-style-type: none"> <li>1. You can apply effective communication skills to engage with students who may be struggling with psychosis</li> <li>2. You create a safe and non-judgmental space for students to express their feelings and concerns</li> <li>3. You can listen actively and provide appropriate support and encouragement.</li> <li>4. You are familiar with school-based and community resources available to support students with psychosis</li> <li>5. You apprehend the role of school counsellors, mental health professionals, support groups, and crisis hotlines</li> </ol>

		6. You can connect students to these resources when needed
M4LU2_ Support and treatment options for people experiencing psychosis_LP5	Understand and describe different support and treatment modalities	<ol style="list-style-type: none"> <li>1. You can define peer support and give example of school-based practices</li> <li>2. You can describe basic concepts of counselling in psychosis</li> <li>3. You can describe the basic concepts of psychotherapy</li> <li>4. You can identify evidence-based therapy options for psychosis</li> <li>5. You can recognise when referral to mental health professional is needed</li> <li>6. You can describe what to expect of medical treatment</li> </ol>
<b>LU5. Experiencing developmental disabilities</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M4LU2_ What are developmental disabilities?_LP1	Understand major features of developmental disabilities	<ol style="list-style-type: none"> <li>1. You can recognise different types of developmental disabilities</li> <li>2. You can name signs and symptoms of developmental disabilities</li> <li>3. You can explain how developmental disabilities influence functioning in general</li> <li>4. You can explain how developmental disabilities influence school behaviour</li> <li>5. You can evaluate the impact of developmental disabilities on academic performance</li> </ol>
M4LU2_ What causes developmental disabilities?_LP2	Explain mechanisms underlying developmental disabilities	<ol style="list-style-type: none"> <li>1. You can describe the current scientific knowledge on factors that contribute to the onset of developmental disability</li> <li>2. You can discuss the role of early life experiences in shaping vulnerability to developmental disability</li> <li>3. You can identify psychosocial stressors that contribute to the onset and exacerbation of developmental disability</li> <li>4. You can evaluate how trauma, chronic stress, and interpersonal conflicts contribute to developmental disability</li> <li>5. You can apply psychosocial model to understanding of developmental disability</li> <li>6. You can evaluate how school environment contributes to developmental disability in students.</li> </ol>
M4LU2_ Risk and protective factors_LP3	Understand risk and protective factors for developmental disabilities	<ol style="list-style-type: none"> <li>1. You can identify psychosocial stressors that contribute to the onset of developmental disabilities</li> <li>2. You can identify risk factors in school environment such as academic and peer related stress</li> </ol>

		<p>in deterioration of developmental disability</p> <p>3. You can discuss the role of early life experiences in expressing developmental disabilities</p> <p>4. You can recognize protective factors that can mitigate the risk of developmental disabilities</p> <p>5. You can recognise the role of strong social support networks, positive coping skills, healthy lifestyle habits, and access to mental health resources.</p>
M4LU2_ developmental disabilities through life span_LP4	Describe aspects of developmental disabilities in relation to age	<p>1. You can name common signs and symptoms of developmental disabilities in children</p> <p>2. You can name common signs and symptoms of developmental disabilities in adolescents</p> <p>3. You can name common signs and symptoms of developmental disabilities in adults</p> <p>4. You can name common signs and symptoms of developmental disabilities later in life</p> <p>5. You can recognise student(s) experiencing developmental disabilities</p>
M4LU2_ School intervention and cooperation with mental health professionals_LP6	Understand interventions within school system in case of students struggling with developmental disabilities	<p>1. You can use effective communication skills to engage with students who may be struggling with developmental disabilities</p> <p>2. You can create a safe and non-judgmental space for students to express their feelings and concerns</p> <p>3. You can listen actively and provide appropriate support and encouragement.</p> <p>3. You are familiar with school-based and community resources available to support students with developmental disability</p> <p>4. You apprehend the role of school counsellors, mental health professionals, support groups, and crisis hotlines.</p> <p>5. You can connect students to these resources when needed</p>
M4LU2_ Support and treatment options for people experiencing developmental disabilities_LP5	Describe different support and treatment modalities	<p>1. You can define peer support and give example of school-based practices</p> <p>2. You can describe basic concepts of counselling</p> <p>3. You can describe basic concepts of psychotherapy</p> <p>4. You can evaluate evidence-based therapy options for developmental disabilities</p>

		5. You can recognise when referral to mental health professional is needed 6. You can describe what to expect of medical treatment
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## Module 5: Other health or social issues

This module explores a diverse range of **health and social conditions** that can significantly impact students' mental health, academic performance, and educational participation. It broadens the perspective of vocational education and training (VET) professionals by addressing not only psychosocial challenges but also the complex interplay between learning difficulties, physical health, disability, social disadvantage, and substance use.

The module begins with a deep dive into **learning difficulties and cognitive impairment**, helping educators recognise how these conditions affect not just academic performance but also emotional well-being, self-image, and peer relationships. Teachers are supported in identifying and addressing common barriers, and encouraged to take proactive roles in building supportive, inclusive school environments.

Next, the module examines **somatic illnesses and physical disabilities**—often invisible in education policies but highly influential in students' mental health and learning capacity. Educators explore how chronic health issues and physical impairments can lead to stress, burnout, and isolation, and how stigma and inaccessibility compound these challenges. Emphasis is placed on adaptive teaching, school environment adjustments, and empathetic communication.

The focus then shifts to **social disadvantage**, including poverty, housing insecurity, cultural barriers, and discrimination. The module highlights how such systemic issues can manifest in classroom behaviour, attendance, and engagement. Teachers are encouraged to view these disadvantages through a trauma-informed and equity-focused lens, with practical strategies for reducing stigma and promoting resilience.

**Substance use** is addressed with a harm-reduction and mental health-informed approach. Educators learn to recognise signs, understand risk and protective factors, and support students in accessing appropriate interventions without judgement. The importance of prevention, communication, and school-wide policies promoting healthy behaviours is also emphasized.

Across all units, **the concept of intersectionality** is embedded, acknowledging that students often face multiple overlapping challenges that cannot be addressed in isolation. Teachers

are supported in reflecting on their own assumptions, recognising systemic barriers, and applying inclusive policies and practices in their everyday work.

By the end of the module, VET educators are better prepared to respond to the diverse realities of their students' lives—advocating for equity, fostering belonging, and enabling all learners to thrive.

**Module 5 consists of following Learning Units:**

Learning Unit 1: Learning difficulties and cognitive impairment

Learning Unit 2: Somatic illness

Learning Unit 3: Physical disabilities

Learning Unit 4: Social disadvantages

Learning Unit 5: Substance use

In the Table below you can find associated learning phases (LP), learning objective and fine learning outcomes for each of the learning Units (LU) within the module (M).

M5. Learning Unit 1: Learning difficulties and cognitive impairment		
Learning phase	Learning objective	Fine learning outcomes
M5LU1_What are learning difficulties?_LP1	Explain the concept of learning (dis)abilities	<ol style="list-style-type: none"> <li>1. You can define learning disabilities</li> <li>2. You can name types of learning disabilities</li> <li>3. You can apprehend the experience of having learning disabilities</li> <li>4. You can describe challenges students with learning disabilities face</li> </ol>
M5LU2_What is cognitive impairment?_LP2	Explain the concept of cognitive impairment	<ol style="list-style-type: none"> <li>1. You can define cognitive impairment</li> <li>2. You can name types of memory functions</li> <li>3. You can define planning and decision making</li> <li>4. You can describe challenges students with cognitive impairment face</li> </ol>
M5LU2_Relation between learning difficulties and mental health_LP3	Understand possible struggles and mental health issues among students with learning difficulties	<ol style="list-style-type: none"> <li>1. You can apprehend how learning disabilities can influence low self-esteem and self-efficacy</li> <li>2. You can apprehend how learning disabilities can cause depression and anxiety</li> <li>3. You can apprehend how learning disabilities can create social skills deficit which in turn lead to social isolation, peer rejection, and feelings of loneliness or inadequacy</li> </ol>

		<p>4. You can apprehend how learning disabilities can lead to learning-related stress and burnout</p> <p>5. You can apprehend how students with learning difficulties may employ maladaptive coping strategies, such as avoidance, procrastination, or disengagement, in response to academic challenges. These behaviours can exacerbate academic difficulties and contribute to feelings of frustration and helplessness.</p> <p>6. You can apprehend how students with learning disabilities may be at increased risk of bullying, victimization, and peer harassment due to perceived differences or vulnerabilities</p>
M5LU2_School environment and learning difficulties_LP4	Understand the importance of a supportive school environment for students with learning disabilities.	<p>1. You can encourage comprehensive evaluations to assess students' strengths, challenges, and individual learning needs.</p> <p>2. You can promote inclusive approach in school</p> <p>3. You can describe and evaluate examples of supportive school environment</p> <p>4. You can describe and evaluate community programs</p> <p>5. You can justify policies promoting rights of students with learning disabilities</p>
M5LU2_What can teachers do?_LP5	Apprehend teacher's position and introduce practices that enhance wellbeing of students with learning difficulties	<p>1. You can challenge personal stereotypes</p> <p>2. You can acknowledge personal struggle sin working with students with learning disabilities</p> <p>3. You can promote open communication and non-judgmental communication</p> <p>4. You can seek support from peers</p>
<b>M5. Learning Unit 3: Somatic illnesses</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M5LU3_What are somatic problems and illnesses?_LP1	Explain the concepts of somatic problems and illnesses	<p>1. You can define learning disabilities</p> <p>2. You can name types of learning disabilities</p> <p>3. You can apprehend the experience of having learning disabilities</p> <p>4. You can describe challenges students with learning disabilities face</p>
M5LU3_Somatic problems and mental health issues_LP2	Understand possible struggles and mental health issues among students with somatic problems	<p>1. You can apprehend how various somatic illnesses can influence low self-esteem and self-efficacy</p> <p>2. You can apprehend how somatic illnesses can cause depression and anxiety</p>

		<p>3. You can apprehend how somatic illnesses can create social skills deficit which in turn lead to social isolation, peer rejection, and feelings of loneliness or inadequacy</p> <p>4. You can apprehend how somatic illnesses can lead to learning-related stress and burnout</p> <p>5. You can apprehend how students with somatic illnesses may employ maladaptive coping strategies, such as avoidance, procrastination, or disengagement, in response to academic challenges. These behaviours can exacerbate academic difficulties and contribute to feelings of frustration and helplessness.</p> <p>6. You can apprehend how students with somatic illnesses may be at increased risk of bullying, victimization, and peer harassment due to perceived differences or vulnerabilities</p>
M5LU3_Somatic illnesses and learning_LP3	Discuss how somatic illness can influence learning process	<p>1. You can describe how somatic illnesses can influence academic performance</p> <p>2. You can describe how somatic illnesses can cause learning difficulties</p> <p>3. You can describe how somatic illnesses can contribute to learning stress and burnout</p>
M5LU3_School environment as source of somatic problems_LP4	Provide examples of supportive school environment for students with somatic problems.	<p>1. You can encourage comprehensive evaluations to assess students' strengths, challenges, and individual learning needs.</p> <p>2. You can promote inclusive approach</p> <p>3. You can describe and evaluate examples of supportive school environment</p>
M5LU3_School environment adaptation to students with somatic problems illness_LP5	Provide example of supportive school environment for students with somatic problems and illnesses.	<p>1. You can describe and evaluate examples of supportive school environment</p> <p>2. You can describe and evaluate community programs</p> <p>3. You can justify policies promoting rights of students with somatic illnesses</p> <p>4. You can encourage comprehensive evaluations to assess students' strengths, challenges, and individual learning needs.</p> <p>5. You can promote inclusive approach in school</p>
M5LU3_What can teachers do?_LP6	Apprehend teacher's position and introduce practices that enhance well-being of students with somatic illness	<p>1. You can challenge personal issues in dealing with somatic illnesses</p>

		<p>2. You can acknowledge personal struggles in working with students with learning disabilities</p> <p>3. You can promote open communication and non-judgmental communication</p> <p>4. You can seek support from peers</p>
<b>M5. Learning Unit 4: Physical disabilities</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M5LU4_What is physical disability? _LP1	Explain the concept of physical disability	<p>1. You can define physical disability</p> <p>2. You can name types of physical disabilities</p> <p>3. You can apprehend the experience of having physical disabilities</p> <p>4. You can describe challenges students with physical disabilities face</p>
M5LU4_Physical disability and mental health issues_LP2	Understand possible struggles and mental health issues among students with physical disability	<p>1. You can apprehend how physical disabilities can influence low self-esteem and self-efficacy</p> <p>2. You can apprehend how physical disabilities can cause depression and anxiety</p> <p>3. You can apprehend how physical disabilities can create social skills deficit which in turn lead to social isolation, peer rejection, and feelings of loneliness or inadequacy</p> <p>4. You can apprehend how physical disabilities can lead to learning-related stress and burnout</p> <p>5. You can apprehend how students with physical disabilities may employ maladaptive coping strategies, such as avoidance, procrastination, or disengagement, in response to academic challenges. These behaviours can exacerbate academic difficulties and contribute to feelings of frustration and helplessness.</p> <p>6. You can apprehend how students with physical disabilities may be at increased risk of bullying, victimization, and peer harassment due to perceived differences or vulnerabilities</p>
M5LU4_Stigma and physical disability_LP3	Discuss stigma in the context of physical disabilities	<p>1. You can recognise cases of social exclusion and promote inclusion</p> <p>2. You can recognise potential bullying and harassment</p> <p>3. You can evaluate your own and other's patronizing behaviours and low expectations</p> <p>4. You can recognise instances of physical barriers in your school environment</p>

		5. You can re-evaluate assumptions that undermine students' autonomy and agency.
M5LU4_ School environment and physical disability_LP4	Provide with examples of supportive school environment for students with physical disabilities.	<ol style="list-style-type: none"> <li>1. You can encourage comprehensive evaluations to assess students' strengths, challenges, and individual learning needs.</li> <li>2. You can promote inclusive approach in school</li> <li>3. You can describe and evaluate examples of supportive school environment</li> <li>4. You can describe and evaluate community programs</li> <li>5. You can justify policies promoting rights of students with physical disabilities</li> </ol>
M5LU4_Physical disability and learning_LP5	Describe how some physical disabilities influence the process of learning and provide with examples of promoting learning	<ol style="list-style-type: none"> <li>1. You can describe how physical disability can influence academic performance</li> <li>2. You can describe how physical disability can cause learning difficulties</li> <li>3. You can describe how physical disability can contribute to learning stress and burnout</li> </ol>
M5LU4_What can teachers do?_LP6	Apprehend teacher's position and introduce practices that enhance wellbeing of students with physical disabilities	<ol style="list-style-type: none"> <li>1. You can challenge personal stereotypes</li> <li>2. You can acknowledge personal struggle in working with students with physical disabilities</li> <li>3. You can promote open communication and non-judgmental communication</li> <li>4. You can seek support from peers</li> </ol>
<b>M5. Learning Unit 5: Social disadvantages</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M5LU5_What are social disadvantages?_LP1	Explain the concept of social disadvantages	<ol style="list-style-type: none"> <li>1. You can define concept of social disadvantages</li> <li>2. You can explain poverty and economic disparities as social disadvantage</li> <li>3. You can explain insecure housing as social disadvantage</li> <li>4. You can explain cultural and linguistic barriers as social disadvantage</li> <li>5. You can explain how racial and gender profiling create social disadvantage</li> </ol>
M5LU5_Social disadvantages and mental health_LP2	Describe possible struggles and mental health issues among students with social disadvantage	<ol style="list-style-type: none"> <li>1. You can apprehend how social disadvantages can influence low self-esteem and self-efficacy</li> <li>2. You can apprehend how social disadvantages can cause depression and anxiety</li> <li>3. You can apprehend how social disadvantages can create social skills deficit which in turn lead to social isolation, peer rejection, and</li> </ol>

		<p>feelings of loneliness or inadequacy</p> <p>4. You can apprehend how social disadvantages can lead to learning-related stress and burnout</p> <p>5. You can apprehend how students with social disadvantages may employ maladaptive coping strategies, such as avoidance, procrastination, or disengagement, in response to academic challenges. These behaviours can exacerbate academic difficulties and contribute to feelings of frustration and helplessness.</p> <p>6. You can apprehend how students with social disadvantages may be at increased risk of bullying, victimization, and peer harassment due to perceived differences or vulnerabilities</p>
M5LU5_Stigma and social disadvantages_LP3	Discuss stigma in the context of social disadvantages	<p>1. You can recognise cases of social exclusion and promote inclusion</p> <p>2. You can recognise potential bullying and harassment</p> <p>3. You can evaluate your own and other's patronizing behaviours and low expectations</p> <p>4. You can recognise instances of physical barriers in your school environment</p> <p>5. You can re-evaluate assumptions that undermine students' autonomy and agency</p>
M5LU5_School environment and social disadvantages_LP4	Provide examples of supportive school environment for students with social disadvantages	<p>1. You can encourage comprehensive evaluations to assess students' strengths, challenges, and individual learning needs.</p> <p>2. You can promote inclusive approach in school</p> <p>3. You can describe and evaluate examples of supportive school environment</p> <p>4. You can describe and evaluate community programs</p> <p>5. You can justify policies promoting rights of students with physical disabilities</p>
M5LU5_Social disadvantages and learning_LP5	Describe how social disadvantages influence the process of learning and provide with examples of promoting learning	<p>1. You can describe how social disadvantages influence academic performance</p> <p>2. You can describe how social disadvantages can cause learning difficulties</p> <p>3. You can describe how social disadvantages contribute to learning stress and burnout</p>
M5LU5_What can teachers do?_LP6	Apprehend teacher's position and introduce practices that enhance wellbeing of students with social disadvantages	<p>1. You can challenge personal stereotypes</p> <p>2. You can acknowledge personal struggle in working with students with physical disabilities</p>

		<p>3. You can promote open communication and non-judgmental communication</p> <p>4. You can seek support from peers</p>
<b>M5. Learning Unit 5: Substance abuse</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M5LU5_What is substance abuse?_LP1	Explain the concept of substance abuse	<p>1. You can define substance abuse</p> <p>2. You can name of types of substance abuse and name most common types of addictive substances</p> <p>3. You can describe risk factors for substance abuse</p> <p>4. You can describe protective factors for substance abuse</p>
M5LU5_Substance abuse and mental health_LP2	Describe possible struggles and mental health issues among students with substance abuse	<p>1. You can apprehend the relationship of peer pressure and substance abuse</p> <p>2. You can apprehend how substance abuse is related with depression, anxiety, and other psychosocial disabilities</p> <p>3. You can apprehend how substance abuse is related to social disadvantages</p> <p>4. You can apprehend how students with substance abuse may employ maladaptive coping strategies, such as avoidance, procrastination, or disengagement, in response to academic challenges. These behaviours can exacerbate academic difficulties and contribute to feelings of frustration and helplessness.</p>
M5LU5_School environment and substance abuse_LP3	Provide examples of supportive school environment for students with substance abuse	<p>1. You can encourage comprehensive evaluations to assess students' strengths, challenges, and individual learning needs.</p> <p>2. You can promote inclusive approach in school</p> <p>3. You can describe and evaluate examples of supportive school environment</p> <p>4. You can describe and evaluate community programs</p> <p>5. You can justify no drugs policies and policies promoting health and healthy habits</p>
M5LU5_Substance abuse and learning_LP4	Describe how substance abuse disadvantages influence the process of learning and provide with examples of promoting learning	<p>1. You can describe how abuse influence academic performance</p> <p>2. You can describe how substance abuse can cause learning difficulties</p> <p>3. You can describe how substance abuse contributes to discontinuation of schooling</p>
M5LU5_What can teachers do?_LP5	Apprehend teacher's position and introduce practices that enhance	<p>1. You can challenge personal stereotypes</p>

	wellbeing of students with substance abuse	2. You can acknowledge personal struggle in working with students with substance abuse 3. You can promote open communication and non-judgmental communication 4. You can seek support from peers
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## Module 6: Organizing for mental health and Communication skills

This module offers a **comprehensive exploration of how mental health care is structured historically and currently**, with a strong emphasis on the role that VET (vocational education and training) institutions can play in promoting mental well-being. It also focuses on building foundational communication and empathy skills—key to fostering inclusive, supportive school environments.

The module begins with **a historical overview of mental health care**, from early religious and supernatural interpretations to the rise of psychiatry and contemporary recovery-oriented approaches. Teachers examine the transition from institutionalisation to community-based care, the integration of mental health into broader health care systems, and international standards that inform inclusive practices today.

A major focus is placed on **prevention** — where VET organisations can have a direct and meaningful impact. The module unpacks the different levels of prevention (primary, secondary, and tertiary), introduces school-based prevention programmes, and showcases social and public mental health initiatives that can be embedded into educational activities. Educators are encouraged to take an active role in early identification, awareness-raising, and supporting long-term well-being.

The third learning unit introduces the **mental health care system**, providing educators with practical knowledge of how care is delivered across primary, outpatient, inpatient, and community settings. The goal is to help teachers navigate referral pathways, understand care roles, and collaborate respectfully with mental health professionals while maintaining confidentiality and support for students.

In the fourth unit, the focus shifts to how **VET organisations themselves can organise for mental health**. This includes establishing school-based mental health services, developing mental health policies, embedding mental health into curricula, and creating peer support and mentoring programmes. Special attention is given to the importance of creating supportive learning environments that address stigma, celebrate diversity, and ensure equitable access to mental health support.

Finally, the module dedicates a full unit to **communication and empathy** — essential skills for all professionals working in education. Teachers learn to communicate effectively with students, parents, colleagues, and community stakeholders. They are trained to manage difficult conversations, resolve conflict constructively, and foster positive teacher-student relationships. Empathy is positioned as both a skill and an attitude, foundational for building trust, enhancing inclusion, and supporting students' social and emotional development.

Altogether, Module 6 equips VET educators to be not only **effective communicators** but also advocates, facilitators, and collaborators in the shared mission of promoting mental health within education.

**Module 6. consists of following Learning Units:**

Learning Unit 1: Historical background

Learning Unit 2: Preventive measures

Learning Unit 3: Mental health care system

Learning Unit 4: Organizing for mental health in VET organisations

Learning Unit 5: Communication and empathy

In the Table below you can find associated learning phases (LP), learning objective and fine learning outcomes for each of the learning Units (LU) within the module (M).

M6. Learning Unit 1: Historical background		
Learning phase	Learning objective	Fine learning outcomes
M6LU1_Early history of mental health care_LP1	Provide an overview of early history of dealing with mental health issues	<ol style="list-style-type: none"> <li>1. You can describe the concept of supernatural causes of mental health issues</li> <li>2. You can describe moral and religious interpretations of mental health issues</li> <li>3. You can describe biological theories of mental health issues</li> <li>4. You can provide cultural interpretations of mental health issues</li> <li>5. You can describe historical examples of discrimination of persons with mental health issues through social stigma and treatment through isolation, prosecution, asylums, etc.</li> </ol>
M6LU1_Emergence of psychiatry as medical specialty_LP2	Provide an overview of emergence of psychiatry	<ol style="list-style-type: none"> <li>1. You can describe the concept of mental health issues as medical conditions</li> </ol>

		<p>2. You can critically evaluate institutionalisation as means of treating persons with mental health issues</p> <p>3. You can name key figures in psychiatry and their contribution (Pinel, Kraepelin, Bleuler)</p> <p>4. You can evaluate introduction of treatment modalities (medicaments and psychotherapy)</p> <p>5. You can name and describe key elements of classification systems</p>
M6LU1_Deinstitutionalisation and Community mental health care_LP3	Provide overview and rationale behind emerging process of deinstitutionalisation	<p>1. You can explain the shift in mental health care philosophy</p> <p>2. You can describe the rationale behind transition of “patients” out of large psychiatric hospitals and into community-based care settings</p> <p>3. You can promote humane treatment options</p> <p>4. You can illustrate outpatient care, rehabilitation, and social support.</p>
M6LU1_Integration in general health care_LP4	Enhance the view of mental health as health.	<p>1. You can explain the concept of comorbidities</p> <p>2. You can argue for the place of mental health as health</p> <p>3. You can describe collaborative care methods</p> <p>4. training and education needed</p> <p>5. You can organise for referral pathways</p> <p>6. You can promote early screening programmes</p>
M6LU1_International collaboration and standards_LP5	Provide overview of international collaborations and standards.	<p>1. You can describe the role of global health organisations and their contribution in approaching mental health</p> <p>2. You can name most relevant international conventions and treaties</p> <p>3. You can describe and apply United Nations Convention on the Rights of Persons with Disabilities (CRPD)</p> <p>4. You can describe and apply main points of EU actions article 6. TFEU</p> <p>5. You can describe and apply EU A new comprehensive approach to mental health</p>

		6. You can describe and apply main points of Mental Health Action Plan for Europe WHO European framework for action on mental health
M6LU1_Focus on recovery and holistic care_LP6	Describe contemporary approaches to mental health	<ol style="list-style-type: none"> <li>1. You can describe recovery-oriented practices</li> <li>2. You can describe holistic care</li> <li>3. You can promote individual's autonomy, dignity, and quality of life</li> </ol>
<b>M6. Learning Unit 2: Preventive measures</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M6LU2_What is prevention? _LP1	Understand the concept and levels of prevention of mental health issues	<ol style="list-style-type: none"> <li>1. You can define prevention</li> <li>2. You can define and illustrate prevention on primary level</li> <li>3. You can define and illustrate prevention on secondary level</li> <li>4. You can define and illustrate prevention on secondary level</li> <li>5. You can describe and illustrate the role of VET educational systems in prevention</li> </ol>
M6LU2_Primary prevention_LP2	Describe the primary prevention in mental health as an attempt of stopping mental health problems before they start	<ol style="list-style-type: none"> <li>1. You can recognise and implement activities promoting healthy lifestyle habits, social connectedness, and self-care practices.</li> <li>2. You can initiate and implement education campaigns aimed to reduce stigma, increase help-seeking behaviours, and promote early recognition of mental health concerns.</li> <li>3. You can implement strategies targeted at risk factors associated with the development of mental health problems, such as adverse childhood experiences, trauma, substance abuse, poverty, social inequality, and environmental stressors</li> <li>4. You will be able to advocate for policies and practices that promote mental health and well-being at the population level.</li> </ol>
M6LU2_Secondary prevention_LP3	Describe the secondary prevention in mental health as supporting those at higher risk of experiencing mental health problems	<ol style="list-style-type: none"> <li>1. You can encourage early identification and screening of students at higher risk of experiencing mental health problems</li> <li>2. You can initiate and implement programmes with focus on raising awareness</li> </ol>

		<p>about the early signs and symptoms of mental health problems, promoting help-seeking behaviours, and providing psychoeducation about risk factors, protective factors, and available resources for support</p> <p>3. You are acquainted with crisis intervention and suicide prevention initiatives aimed at identifying individuals who are in acute distress or at risk of self-harm or suicide.</p>
M6LU2_Tertiary prevention_LP4	Describe the tertiary prevention in mental health as helping people living with mental health problems to stay well	<ol style="list-style-type: none"> <li>1. You can describe elements of tertiary prevention</li> <li>2. You can create network with community based tertiary prevention programmes</li> <li>3. You can illustrate good practice examples of tertiary prevention</li> <li>4. You can respect students' privacy and confidentiality when addressing mental health concerns</li> </ol>
M6LU2_Social and public prevention programmes_LP5	Introduce good-practices of social and public prevention programmes	<ol style="list-style-type: none"> <li>1. You can name social and public programmes for adolescents and young people</li> <li>2. You can promote social and public prevention programmes for mental health</li> <li>3. You can support and implement public prevention programmes in school activities</li> <li>4. You can tailor elements of public and social prevention programmes into curricula</li> </ol>
M6LU2_Preventive Programmes in schools_LP6	Introduce good practice of school-based prevention programmes	<ol style="list-style-type: none"> <li>1. You can name school-based programmes for adolescents and young people</li> <li>2. You can promote school-based prevention programmes for mental health</li> <li>3. You can support and implement prevention programmes in your school activities</li> <li>4. You can tailor elements of good-practices into curricula</li> </ol>
M6. Learning Unit 3: Mental health care system		
Learning phase	Learning objective	Fine learning outcomes

M6LU3_Primary health care_LP1	Explain the role of primary health care	<ol style="list-style-type: none"> <li>1. You can define primary health care</li> <li>2. You can explain the role of primary care professionals</li> <li>3. You can establish connection with primary care services school doctors</li> <li>3. You can promote national screenings and prevention programmes</li> </ol>
M6LU3_Outpatient treatments_LP2	Explain the role of specialised mental health care and outpatient treatments	<ol style="list-style-type: none"> <li>1. You can define outpatient treatments</li> <li>2. You can name participants in outpatient treatments</li> <li>3. You can explain the role and responsibilities of participants in outpatient treatment</li> <li>3. You can describe types of out-patient treatments</li> <li>4. You can respect students' privacy and confidentiality when addressing mental health concerns and their treatment</li> </ol>
M6LU3_Inpatient treatments_LP3	Explain the role of specialised mental health care and inpatient treatments	<ol style="list-style-type: none"> <li>1. You can define inpatient treatment</li> <li>2. You can explain the referral process involved in inpatient admission and treatment</li> <li>3. You can name participants in inpatient treatment and understand their role and responsibilities</li> <li>4. You can define rights of people included in inpatient treatments</li> <li>5. respect students' privacy and confidentiality when addressing mental health concerns, treatment and diagnosis</li> </ol>
M6LU3_Community mental health providers_LP4	Explain the role of community based mental health programmes and providers	<ol style="list-style-type: none"> <li>1. You can define community-based treatment programmes</li> <li>2. You can name services offered by community-based program providers in their area</li> <li>2. You can name participants in community-based programmes and understand their role and responsibilities</li> <li>3. You are able to inform yourself on the credibility of community-based</li> </ol>

		<p>programmes and their providers</p> <p>4. You can give examples of good practice community-based programmes and translate them to school activities</p>
<b>M6. Learning unit 4: Organizing for mental health in VET organisations</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M6LU4_What are school based mental health services? _LP1	Understand the importance of school based mental health services and their role and organisation	<ol style="list-style-type: none"> <li>1. You can describe a range of support and interventions that are provided to students within the school setting</li> <li>2. You can describe the role of school psychologist/ counsellors/pedagogues</li> <li>3. You can describe the role of school employed medical staff</li> <li>4. You can report and take steps to adequately respond to mental health crises that occur within the school setting, such as suicidal ideation, self-harm, trauma, or severe emotional distress</li> </ol>
M6LU4_Establishment of mental health policies and guidelines _LP2	Empower teachers and trainers with the knowledge, skills, and attitudes necessary to contribute effectively to the establishment and implementation of mental health policies and guidelines in VET	<ol style="list-style-type: none"> <li>1. You can understand the importance of mental health policies and guidelines in vocational school settings.</li> <li>2. You can analyse existing mental health policies and guidelines in educational institutions.</li> <li>3. Identify key stakeholders involved in the establishment of mental health policies and guidelines for vocational schools.</li> <li>4. Demonstrate knowledge of best practices in developing comprehensive mental health policies and guidelines tailored to the needs of vocational school students.</li> <li>5. You can collaborate with peers to propose innovative approaches for promoting mental health awareness and support services in vocational schools</li> </ol>
M6LU4_Integration of mental health into curriculum and training programs _LP3	Empower educators and training professionals to integrate mental health education into vocational curriculum and training programs	<ol style="list-style-type: none"> <li>1. You can recognize the significance of integrating mental health education into vocational curriculum and training programs.</li> <li>2. You can evaluate current approaches to mental health</li> </ol>

		<p>education within vocational education settings.</p> <p>3. You can analyse the impact of mental health awareness on vocational students' personal and professional development.</p> <p>4. You can identify effective teaching strategies and resources for integrating mental health topics into vocational curriculum and training programs.</p> <p>5. You can design inclusive learning activities that promote mental health literacy and resilience among vocational students</p>
<p>M6LU4_Development of supportive learning environments_LP4</p>	<p>Equip teachers and trainers with the knowledge, skills, and attitudes necessary to cultivate nurturing and inclusive learning environments</p>	<p>1. You can identify barriers and challenges to creating a supportive learning environment in vocational settings and propose strategies for overcoming them.</p> <p>2. You can demonstrate knowledge of best practices for fostering positive relationships and communication among students, educators, and support staff in vocational education.</p> <p>3. You can design inclusive learning spaces and activities that cater to the diverse needs and backgrounds of vocational students.</p> <p>4. You can implement effective classroom management techniques that promote a culture of respect, collaboration, and mutual support among students in vocational education.</p> <p>5. You can utilize technology and other resources to enhance the accessibility and inclusivity of the learning environment for all vocational students.</p>
<p>M6LU4_Peer support and mentoring programmes_LP5</p>	<p>Understand, analyse, and design peer support and mentoring programs in vocational education</p>	<p>1. You can understand the significance of peer support and mentoring in fostering student success and well-being in vocational education.</p> <p>2. You can analyse the role of peer support and mentoring programs in promoting academic achievement, personal development, and career</p>

		<p>readiness among vocational students.</p> <p>3. You can evaluate different models and approaches to peer support and mentoring programs within vocational education settings.</p> <p>4. You can identify the characteristics and skills of effective peer mentors and support providers in vocational education.</p> <p>5. You can demonstrate the ability to establish and maintain supportive relationships with peers through active listening, empathy, and constructive feedback.</p> <p>6. You can design peer support and mentoring activities that address the diverse needs and goals of vocational students, including academic support, career guidance, and psychosocial assistance.</p>
M6LU4_ Challenges in providing mental care in schools and future actions_LP6	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	<p>1. You can analyse the multifaceted challenges associated with providing mental health care in vocational education settings, including stigma, resource limitations, and accessibility barriers.</p> <p>2. You can examine the role of educators, administrators, support staff, and community stakeholders in promoting a culture of mental health awareness and support in vocational education settings</p> <p>3. You can collaborate with interdisciplinary teams to design comprehensive mental health care plans and support systems tailored to the unique needs and strengths of vocational students</p> <p>4. Propose future actions and recommendations for improving mental health care provision in vocational education, including policy reforms, professional development initiatives, and community partnerships</p>
<b>M6. Learning unit 5: Communication skills and empathy</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M6LU5_ Understanding effective Communication __LP1	Communicate effectively in educational settings, ultimately enhancing teaching and learning outcomes for all students	1. You can describe elements of effective communication, including verbal, nonverbal, and

		<p>active listening skills, and apply these principles to enhance classroom interactions and student engagement.</p> <p>2. You can analyse potential barriers to effective communication in educational settings, such as cultural differences, language barriers, and power dynamics, and develop strategies to overcome these obstacles in diverse classroom environments.</p> <p>3. You can evaluate the impact of teacher communication styles on student motivation, behaviour, and academic achievement, and adapt communication approaches to meet the individual needs and preferences of students.</p> <p>4. You can utilise effective questioning techniques and feedback mechanisms to assess student understanding, promote critical thinking skills, and provide constructive guidance for student learning and development.</p> <p>5. You can engage in reflective practice to assess personal communication strengths and areas for growth, and implement ongoing professional development activities to enhance communication skills and effectiveness as an educator.</p> <p>6. You can collaborate with colleagues, administrators, parents, and other stakeholders to foster a culture of open communication, mutual respect, and partnership in support of student success and well-being within the school community.</p>
<p>M6LU5_ Building positive teacher-student Relationships_LP2</p>	<p>Understand how to develop meaningful connections with their students</p>	<p>1. You can recognise the importance of positive teacher-student relationships in fostering a supportive and conducive learning environment.</p> <p>2. You can demonstrate empathy, active listening, and respect in interactions with students to establish trust and rapport.</p>

		<p>3. You can implement strategies for personalized communication and differentiation to meet the diverse needs and learning styles of individual students.</p> <p>4. You can utilize effective feedback techniques to provide constructive reinforcement and encouragement, promoting student engagement and motivation.</p> <p>5. You can identify potential barriers to positive teacher-student relationships and apply conflict resolution strategies to address challenges professionally and proactively.</p> <p>6. You can reflect on personal communication practices and continuously strive to cultivate inclusive, supportive, and culturally responsive relationships with students to enhance learning outcomes and overall well-being.</p>
<p>M6LU5_ Communicating Effectively with Parents and Guardians _LP3</p>	<p>Understand how to cultivate strong partnerships with parents and guardians, fostering a supportive and collaborative learning environment</p>	<p>1. You can recognize the significance of effective communication with parents and guardians in supporting the academic and career development of vocational students.</p> <p>2. You can apply strategies and techniques for establishing rapport, trust, and mutual respect with parents and guardians of vocational students</p> <p>3. You can articulate information clearly, actively listening to parental concerns, and conveying empathy in communication interactions</p> <p>4. You can apply communication skills for initiating and navigating difficult conversations, addressing concerns, and resolving conflicts with parents and guardians diplomatically and professionally</p> <p>5. You can collaborate with parents and guardians as partners in the educational process, involving them in goal-setting, progress monitoring, and decision-making to enhance vocational students' academic and career outcomes</p>

<p>M6LU5_ Collaborative Communication within School Teams_LP4</p>	<p>Understand how to effectively communicate and collaborate within school teams</p>	<ol style="list-style-type: none"> <li>1. You can recognize the value of effective communication and teamwork among educators in fostering a supportive learning environment and promoting student success in vocational education settings.</li> <li>2. You can develop the skills necessary to collaborate with colleagues from diverse vocational backgrounds, including instructors, administrators, support staff, and industry partners, to enhance the quality of vocational education programs and opportunities for students.</li> <li>3. You can apply techniques for leading and participating in collaborative meetings, such as setting clear agendas, active listening, generating consensus, and managing conflicting viewpoints, to promote meaningful dialogue and decision-making within school teams.</li> <li>4. You can engage in open and transparent communication processes to share instructional strategies, assessment techniques, and professional development opportunities with colleagues, contributing to continuous improvement and innovation in vocational education delivery</li> <li>5. You can identify and address conflicts and challenges that arise within school teams through respectful and solution-focused communication, fostering a culture of trust, mutual respect, and collaboration among all stakeholders in vocational education</li> </ol>
<p>M6LU5_ Addressing Difficult Conversations and Conflict Resolution_LP5</p>	<p>Understand, develop, and apply strategies for effective communication and conflict resolution</p>	<ol style="list-style-type: none"> <li>1. Understand the importance of addressing challenging situations and conflicts promptly and constructively within vocational education settings.</li> <li>2. You can develop and apply effective communication strategies, including active listening, empathy, and clarity, to engage in difficult conversations with students,</li> </ol>

		<p>colleagues, and stakeholders</p> <p>3. You can apply skills in conflict resolution and negotiation to manage interpersonal conflicts and disputes among students, colleagues, and other stakeholders in vocational education environments.</p> <p>4. You can demonstrate the ability to navigate difficult conversations while preserving positive professional relationships and fostering a supportive learning and working environment</p> <p>5. You can reflect on personal communication styles, biases, and reactions in difficult conversations, and apply feedback and self-assessment to continuously improve conflict resolution skills and approaches</p>
M6LU5_Empathy_LP6	Define, cultivate, and apply empathy and compassion in vocational education,	<p>1. You can define and describe empathy and compassion, affective and cognitive elements of empathy and their importance in creating positive relationships</p> <p>2. You can cultivate a deep understanding of the experiences, perspectives, and emotions of vocational students</p> <p>3. You can utilize empathetic listening and observation skills to connect with students on a personal level, fostering trust, rapport, and a supportive learning environment.</p> <p>4. You can integrate empathetic approaches into classroom management and instruction to support the social and emotional development of vocational students</p> <p>5. You can advocate for inclusivity and equity in vocational educational by demonstrating empathy towards students of varying abilities, backgrounds and identities</p>

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

Module 7 offers an in-depth exploration of the [psychological, emotional, and social challenges](#) that students and teachers may encounter in vocational education settings. It equips educators with the knowledge and practical tools necessary to understand, respond to, and support those affected by mental health difficulties in a comprehensive and compassionate manner.

The module begins with [interpersonal problems and conflicts](#), addressing how social dynamics—such as bullying, boundary violations, precarious family environments, and teacher-student relationships—can impact mental well-being and classroom functioning. Educators learn to identify types of conflict, manage interpersonal tensions, and collaborate with key stakeholders to create constructive, inclusive, and emotionally safe learning environments.

It then turns inward to examine [intrapersonal challenges](#), such as depression, anxiety, trauma, aggression, attention difficulties, and suicidality. Educators are trained to recognize signs of distress, understand common mental health conditions, and implement classroom strategies that are both sensitive and supportive. Special focus is given to crisis situations and psychological first aid, helping teachers navigate complex situations with confidence and care.

The module dedicates a comprehensive unit to [addictions and dependencies](#), covering substance use, gambling, gaming, and screen addiction. Teachers are encouraged to take a proactive and non-judgmental approach, recognising risk factors, supporting prevention programmes, and collaborating with students, families, and external services to enable students' recovery and continued education.

[Stress](#) is examined as a widespread issue affecting both students and educators. The module highlights the physiological and psychological impact of stress, its effects on academic performance, and the importance of self-care. Teachers learn to manage their own workload and emotional health while also fostering healthy coping mechanisms and supportive routines for students.

The final unit focuses on the influence of [modern technology and social media](#) on well-being. This includes both the benefits and risks of digital life, with emphasis on media literacy,

cyberbullying, screen time balance, and responsible online behaviour. Educators explore how to guide students in developing digital resilience and maintaining mental health in an increasingly connected world.

By the end of this module, VET professionals are **empowered to recognize** a broad spectrum of mental health issues, respond constructively to students in distress, and create school environments that support resilience, safety, and psychological growth.

Module 7 consists of following Learning Units:

Learning Unit 1: Interpersonal problems and conflicts

Learning Unit 2: Intrapersonal challenges and mental health

Learning Unit 3: Addictions and dependencies

Learning Unit 4: Stress

Learning Unit 5: Influence of modern technology on well being

In the Table below you can find associated learning phases (LP), learning objective and fine learning outcomes for each of the learning Units (LU) within the module (M).

M7. Learning Unit 1: Interpersonal problems and conflicts		
Learning phase	Learning objective	Fine learning outcomes
M7LU1_Interpersonal problems and conflicts: introduction_LP1	Explain the concepts of interpersonal problems and conflicts	<ol style="list-style-type: none"> <li>1. You can define interpersonal problems and explain their significance in social interactions.</li> <li>2. You can describe the concept of conflict and identify its potential impact on relationships.</li> <li>3. You can define different types of conflicts (structural, value, relationship, interest, and data) and provide examples.</li> <li>4. You can identify different contexts of conflicts such as between students, between teachers, and between teachers and students.</li> <li>5. You can describe common interpersonal problems in schools, such as bullying, boundary issues, and authority challenges, and suggest strategies for addressing them.</li> </ol>

M7LU1_Bullying_LP2	Understand, prevent and react to bullying	<ol style="list-style-type: none"> <li>1. You can define bullying and differentiate its various forms.</li> <li>2. You can describe the impact of bullying on victims</li> <li>3. You can identify risk factors that contribute to bullying behaviour and victimisation.</li> <li>4. You can describe methods for prevention and intervention to address bullying in various settings</li> <li>5. You can explain the types of support available for victims of bullying and how these can be effectively implemented.</li> </ol>
M7LU1_Precarious situation_LP3	family Understand the influence of family on mental health issues and learn on how to deal	<ol style="list-style-type: none"> <li>1. You can define the traits of a precarious family environment and know its potential long-term effects</li> <li>2. You can describe the impact of growing up in precarious family environment on children's development</li> <li>3. You can explain the impact of divorce on children</li> <li>4. You can describe the effects of domestic violence on children</li> <li>5. You can name five tips for successful problem-solving with parents in family-school partnerships</li> <li>6. You can describe and implement strategies to support students in creating a safe school environment, including building trust and collaborating with social services.</li> </ol>
M7LU1_Boundaries_LP4	Understand the relevance of healthy boundaries in student-teacher relationship	<ol style="list-style-type: none"> <li>1. You can identify challenges in the teacher-student relationship.</li> <li>2. You know and can implement strategies to address challenges in the teacher-student relationship.</li> <li>3. You can explain why boundaries are important in educational settings</li> <li>4. You can discuss common violations of boundaries between teachers and students and their implications.</li> <li>5. You can describe what constitutes healthy boundaries in the teacher-student relationship.</li> </ol>
M7LU1_Strategies for solving conflicts_LP5	Know strategies to solve conflicts in classroom	<ol style="list-style-type: none"> <li>1. You can describe the negative and positive sides of conflicts within educational contexts.</li> <li>2. You can outline typical behaviours in conflict, including avoiding, dominating, obliging, integrating, and compromising</li> <li>3. You can explain conflict management methodologies used in schools, such as arbitration, conciliation, negotiation, and mediation</li> </ol>

		<p>4. You can describe emotional and social learning as elements of conflict resolution and apply them in practice</p> <p>5. You are familiar with educational programmes for teachers on conflicts such as RULER, SEL and CASEL</p>
M7LU6_Collaboration with stakeholders_LP6	Understand the role and importance of collaboration with key stakeholders to approach interpersonal problems and conflict	<p>1. You can identify key stakeholders who may be involved or impacted by interpersonal conflicts, understanding their roles, interests, and perspectives in the conflict resolution process.</p> <p>2. You can recognise the significance of collaborating with various stakeholders, including students, colleagues, administrators, parents, and community members, in addressing interpersonal conflicts within vocational education settings.</p> <p>3. You can facilitate collaborative problem-solving processes that involve stakeholders in jointly identifying the root causes of interpersonal conflicts, exploring potential solutions, and reaching mutually acceptable resolutions</p> <p>4. You can utilise mediation and conflict resolution techniques to facilitate productive discussions and negotiations among stakeholders involved in interpersonal conflicts.</p> <p>5. You can advocate for implementation of established conflict resolution protocols and procedures within vocational education institutions, ensuring consistency and fairness in addressing interpersonal conflicts among stakeholders.</p>
<b>M7. Learning unit 2: Intrapersonal challenges and mental health</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M7LU2_Intrapersonal challenges and mental health: Introduction_LP1	Explain and understand intrapersonal challenges	<p>1. You can define interpersonal challenges/conflict and know about their impact on relationships.</p> <p>2. You can describe the symptoms and effects of depression and anxiety on individuals</p> <p>3. You can explain the concepts of coping and emotional regulation, and how they contribute to mental health.</p> <p>4. You can differentiate between self-esteem and self-confidence, and describe their roles in personal development.</p> <p>5. You can discuss the dynamics of peer pressure, its potential effects, and strategies for managing it.</p>

M7LU2_Traumatic experiences_LP2	Understand the influence of traumatic event(s) on mental health and what can be done in classroom	<ol style="list-style-type: none"> <li>1. You can define what constitutes a traumatic event or experience.</li> <li>2. You can list and describe different types of traumatic events</li> <li>3. You can explain the influence of trauma on functioning, including PTSD and other mental health issues</li> <li>4. You can describe appropriate reactions to traumatic events to minimise long-term psychological impact.</li> <li>5. You can outline various crisis intervention strategies and know about their effectiveness.</li> </ol>
M7LU2_Crisis_LP3	Give overview on crisis situations on different level that could arise in the classroom	<ol style="list-style-type: none"> <li>1. You can describe crises at a personal level and their potential impacts on individual well-being</li> <li>2. You can explain crisis on community level and know about its impacts.</li> <li>3. You can discuss global-level crises and their corresponding impacts.</li> <li>4. You can define psychological first aid and describe its components and application in crisis situations</li> <li>5. You can describe the role of schools in crisis interventions and what actions can be taken to manage crises effectively.</li> </ol>
M7LU2_Agressivness_LP4	Understand the causes of aggressive behaviour and give tips on how to deal with it	<ol style="list-style-type: none"> <li>1. You can discuss the causes of aggressiveness and how they manifest in different environments</li> <li>2. You can describe types of aggressiveness in the classroom, including verbal, non-verbal, and physical aggressiveness</li> <li>3. You can explain relational aggressive behaviour and its impact on peer relationships</li> <li>4. You can discuss the concept of violence and its impacts</li> <li>5. You can describe no-violence policies, their importance, and how they are implemented in educational settings.</li> </ol>
M7LU2_Suicidality_LP5	Recognise signs of suicidality and know what to do	<ol style="list-style-type: none"> <li>1. You can define suicidality and discuss its prevalence in different populations.</li> <li>2. You can identify risk factors associated with suicidality</li> <li>3. You can describe how to recognize the signs of suicidality and the appropriate steps to take in response.</li> <li>4. You can discuss school-based programs aimed at preventing suicidality and supporting at-risk students.</li> </ol>

		5. You know what support mechanisms to follow if a student commits suicide.
M7LU2_Attention deficit_LP6	Understand the attention deficit issues and their effect on learning	<ol style="list-style-type: none"> <li>1. You can define attention deficit</li> <li>2. You can name and recognise signs and symptoms of attention deficit</li> <li>3. You can name support mechanisms in working with students with attention deficit.</li> <li>4. You can name and implement strategies to help students with attention deficit in academic performance and prevent mental health issues related with schoolwork.</li> <li>5. You can describe how adjustments in classroom settings can support students with attention deficit.</li> </ol>
<b>M7. Learning Unit 3: Addictions and dependencies (addictions)</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M7LU3_Addictions and dependencies: Introduction_LP1	Define addictions and dependencies	<ol style="list-style-type: none"> <li>1. You can define addictions and dependencies and describe their similarities and differences.</li> <li>2. You can describe addiction to substances such as alcohol, marijuana, and other drugs, including their effects.</li> <li>4. You can explain the dynamics of addiction to gambling and its impacts.</li> <li>5. You can describe addiction to video games and smartphones including its impacts.</li> </ol>
M7LU3_Risk and protective factors_LP2	Recognise and understand risk and protective factors for addiction	<ol style="list-style-type: none"> <li>1. You can identify and describe key factors that contribute to the development of addiction</li> <li>2. You can apprehend risk and protective factors for addiction and dependency through psychosocial approach.</li> <li>3. You can discuss how schools can act as a risk factor for addiction.</li> <li>4. You can explain how schools can serve as protective factors for addiction by providing support and positive social networks.</li> </ol>
M7LU3_Influence of addictions to academic success_LP3	Understand influence of substance abuse on academic performance	<ol style="list-style-type: none"> <li>1. You can describe how cognitive impairments can result from addictive behaviours and affect daily functioning.</li> <li>2. You can explain behavioural changes associated with addiction and their impacts.</li> <li>3. You can discuss how addiction influences school attendance and academic performance.</li> <li>4. You can outline the effects of addiction on employability and career prospects.</li> </ol>
M7LU3_How to prevent addictions_LP4	Recognise addiction and implement preventive behaviours and/or measures	<ol style="list-style-type: none"> <li>1. You can recognise signs of addiction in different settings.</li> </ol>

		<p>2. You can explain how collaboration with community resources can enhance addiction prevention and treatment.</p> <p>3. You can discuss strategies for reducing risk factors associated with addiction in educational environments.</p> <p>4. You can outline common myths about drug consumption and effective methods for dispelling these myths among students.</p> <p>5. You can describe how schools can collaborate with students to develop effective anti-addiction campaigns and programs.</p>
M7LU3_School policies on addictions_LP5	Understanding examples of good practices on anti-addiction school-based programmes and evaluate those	<p>1. You can describe school-based preventive programs and their objectives in combating addiction.</p> <p>2. You can explain the importance of raising awareness about addiction in school settings.</p> <p>3. You can identify key components that contribute to the success of school-based anti-addiction programs</p> <p>4. You can provide examples of good practices in anti-addiction programs within educational environments.</p> <p>5. You can implement methods for monitoring and assessing the outcomes of anti-addiction programs in schools.</p>
M7LU3_Proactive and support approach in dealing with addictions?_LP6	To empower teachers with knowledge and skills in helping students struggling with addiction problems to seek help, access support services, and work towards recovery while continuing their education.	<p>1. You can observe signs of addiction in student(s)</p> <p>2. You can approach student struggling with addiction the student with empathy, compassion, and non-judgmental concern.</p> <p>2. You know referral pathways for seeking help in instances of student with addiction</p> <p>3. You respect the student's privacy and confidentiality when addressing their addiction issues</p> <p>4. You can collaborate with school administrators, counsellors, and support staff to develop a coordinated plan of action for supporting the student.</p> <p>5. You can involve parents or guardians as appropriate, and work together to ensure the student receives comprehensive support and assistance.</p>
M7. Learning Unit 4: Stress		
Learning phase	Learning objective	Fine learning outcomes

M7LU4_What is stress?_LP1	Define stress and its impacts	<ol style="list-style-type: none"> <li>1. You can define stress and differentiate between acute and chronic stress</li> <li>2. You can identify common sources of stress in everyday life.</li> <li>3. You can explain the concept of stressors and how they trigger the stress response</li> <li>4. You can explain Selye's General Adaptation Syndrome model.</li> <li>5. You can describe the impact of stressful events</li> </ol>
M7LU4_Influence of stress on health_LP2	Understand the influence of stress on an individual's health how stress influences health	<ol style="list-style-type: none"> <li>1. You can describe typical stress reactions and their physiological and psychological components.</li> <li>2. You can identify signs of stress in students and how these can manifest in educational settings</li> <li>3. You can explain the relationship between stress and mental health.</li> <li>4. You can explain how chronic stress can predispose to psychological disorders.</li> <li>5. You can describe the connection between stress and somatic health</li> </ol>
M7LU4_Influence of stress on academic performance_LP3	Understand the influence of stress on academic performance	<ol style="list-style-type: none"> <li>1. You can describe how stress affects academic performance and student learning outcomes</li> <li>2. You can describe how home pressures, such as parental aspirations and personal perfectionism, contribute to student stress.</li> <li>3. You can explain the effects of school pressure, including school image, extensive curricula, and negative school environments, on stress levels.</li> <li>4. You can outline strategies to reduce the influence of stress on academic performance, focusing on practical interventions and support systems.</li> </ol>
M7LU4_Influence of stress on teachers_LP4	Understand the influence of stress on teachers	<ol style="list-style-type: none"> <li>1. You can discuss common sources of stress for teachers</li> <li>2. You can identify common sources of stress specific to the teaching profession</li> <li>3. You can describe the impact of overworking on teachers' stress level.</li> <li>4. You can explain how interpersonal conflicts in the teachers' room can contribute to a stressful work environment</li> <li>5. You can explain how stress affects a teacher's classroom behaviour and teaching effectiveness</li> <li>6. You can describe the impact of teacher stress on student learning and classroom dynamics.</li> </ol>

M7LU4_Stress and self-care for teachers and students_LP5	Understand the importance of self-care for teachers and students to reduce stress	<ol style="list-style-type: none"> <li>1. You can discuss strategies for maintaining a healthy work-life balance to manage stress effectively.</li> <li>2. You can describe the roles of sleep, nutrition, and exercise in managing stress and maintaining overall health.</li> <li>3. You can explain the importance of assertiveness in reducing stress and improving interpersonal relations.</li> <li>4. You can discuss the significance of setting boundaries to manage stress and workload effectively.</li> <li>5. You can describe methods for fostering quality relationships that support a stress-reduction.</li> </ol>
M7LU4_Workload expectations_LP6	and Address workload issues and unrealistic expectations as stressors	<ol style="list-style-type: none"> <li>1. You can identify elements workload and expectations placed on teachers and students within vocational education settings, including curriculum requirements, assessment standards, and professional responsibilities.</li> <li>2. You can utilise time management techniques as effective strategy for managing workload and balancing competing demands, including time management techniques, prioritization skills, and delegation strategies for teachers and students.</li> <li>3. You can utilise prioritisation skills as effective strategy for managing workload and balancing competing demands</li> <li>4. You can utilise delegation strategies as effective strategy for managing workload and balancing competing demands</li> <li>5. You can advocate for equitable workload distribution and fair allocation of resources within vocational education systems</li> </ol>
<b>M7. Learning Unit 5: Influence of modern technology and social media on well-being</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M7LU5_Modern technology: introduction_LP1	Understand the role of modern technology and its impacts in the educational setting.	<ol style="list-style-type: none"> <li>1. You can define modern technology and describe its role in today's educational setting.</li> <li>2. You can discuss the significance of the internet, computers, and smartphones in the educational setting.</li> <li>3. You can explore innovative pedagogical approaches that leverage modern technology to facilitate personalized learning experiences, collaborative projects, hands-on simulations, and real-world applications relevant to vocational skills development.</li> <li>4. You can describe the impact of video games, social media on mental health.</li> </ol>

		5. You can analyse the negatives and positive impacts of modern technology, including its impact on productivity, social interaction, and mental health.
M7LU5_Social media_LP2	Understand the impact and positive and negative effects of social media on an individual level.	<ol style="list-style-type: none"> <li>1. You can define social media and outline its various types.</li> <li>2. You can describe the impacts of social media on an individual's mental health.</li> <li>3. You can describe the negative aspects of social media, such as effects on self-esteem, social comparison, and the prevalence of cyberbullying in more detail.</li> <li>4. You can explain the positive aspects of social media, including the ability to share information, raise awareness on issues, and provide social support in more detail.</li> <li>5. You can evaluate the specific challenges and benefits of social media in vocational education settings, focusing on career development, networking opportunities, and stress management</li> </ol>
M7LU5_Cyber bullying_LP3	Understand cyber bullying and how to respond.	<ol style="list-style-type: none"> <li>1. You can define cyber bullying and differentiate it from traditional forms of bullying</li> <li>2. You can identify the signs that someone may be a victim of cyber bullying.</li> <li>3. You can discuss the impact of cyber bullying on mental health</li> <li>4. You can outline strategies for responding to cyber bullying incidents.</li> <li>5. You can discuss the responsibilities of schools, parents, and social media platforms in combating cyber bullying</li> </ol>
M7LU5_Use of modern technology in the learning process_LP4	Understand the impacts of using modern technology in the teaching/learning process	<ol style="list-style-type: none"> <li>1. You can describe the positive and negative aspects of using technology in educational settings.</li> <li>2. You can explain how technology can enhance teaching effectiveness and student engagement.</li> <li>3. You can describe the role and impact of online classes in modern education.</li> <li>4. You can explain how modern technology is facilitating the learning process.</li> <li>5. You can discuss best practices for integrating technology in a way that promotes a healthy balance between screen time and mental well-being.</li> </ol>
M7LU5_Balancing the use_LP5	Understand the importance of balancing media usage and setting strategies for boundaries	<ol style="list-style-type: none"> <li>1. You can identify signs of unhealthy media consumption among vocational students</li> </ol>

		<p>2. You can describe the phenomenon of screen addiction and its potential effects on individuals.</p> <p>3. You can discuss strategies for setting boundaries on technology use time to promote healthy habits.</p> <p>4. You can outline and set school rules on the use of technology to ensure productive and safe usage.</p> <p>5. You can explain the importance of (social) media literacy in navigating the complexities of online interactions.</p>
<p>M7LU5_Online safety and privacy concerns_LP6</p>	<p>Describe risk and privacy concerns in online in using modern technologies and social media and promote responsible managing.</p>	<p>1. You can identify and comprehend various online safety risks and privacy concerns that may affect students such as cyberbullying, identity theft, phishing scams, and exposure to inappropriate content</p> <p>2. You can develop and implement effective strategies and protocols for promoting online safety among students, including teaching safe internet browsing habits, password management, privacy settings, and recognizing online threats.</p> <p>3. You can educate students on the principles of digital citizenship, including responsible online behaviour, ethical use of technology, respecting others' privacy, and understanding the consequences of their online actions</p> <p>4. You can collaborate with parents and guardians to raise awareness about online safety concerns and privacy risks, and provide guidance on implementing effective parental controls, monitoring online activity</p> <p>5. You can promote open communication with students about their online experiences</p>

## Module 8: Resilience

Module 8 explores the concept of [resilience as a vital protective factor](#) in supporting mental health and well-being in vocational education settings. This module equips educators with both the theoretical understanding and the practical strategies needed to foster resilience in themselves, their students, and within the broader school environment.

The module begins by introducing the [foundations of resilience and its role in mental health](#), examining how resilience functions as a dynamic process shaped by internal and external factors. Educators learn about different forms of resilience (emotional, social, physical), key models, and the significance of resilience in promoting mental health, academic success, and lifelong learning. Special attention is given to the role educational institutions play in strengthening resilience and fostering supportive environments for both students and teachers.

The second learning unit emphasizes [developing personal resilience](#), encouraging educators to reflect on their own coping strategies, emotional intelligence, mindfulness, and work-life balance. Participants explore practical tools such as the seven pillars of resilience, time management, and self-care routines, which help them navigate stress and model healthy behaviour for students.

The third unit focuses on [resilience in everyday school life](#). Educators learn how to manage typical stressors, foster open communication, and apply resilience strategies during conflicts and crises. The module provides guidance on cultivating a positive classroom climate, integrating mindfulness techniques, and promoting a culture of empathy and psychological safety.

The fourth unit shifts to [promoting resilience in students](#), guiding teachers in identifying risk and protective factors and implementing targeted support strategies. Emphasis is placed on building student self-efficacy, encouraging goal-setting, strengthening social support networks, and using feedback as a tool for motivation and growth. Teachers are encouraged to personalise their approach to meet students' diverse needs.

The final unit introduces [practical exercises and methods for strengthening resilience](#). These include hands-on activities aimed at enhancing empathy, self-awareness, emotional intelligence, self-confidence, and coping skills. The module promotes creative and playful

approaches—such as role-play, group exercises, and digital tools—to make resilience-building an engaging and accessible part of everyday school life.

By completing this module, educators will be **empowered to build resilience** within themselves and their school communities, leading to improved mental health outcomes, enhanced learning environments, and more robust educational experiences.

**Module 8. consists of following Learning Units:**

Learning Unit 1: Introduction to mental health and resilience

Learning Unit 2: Developing own resilience

Learning Unit 3: Resilience in everyday school life

Learning Unit 4: Promoting resilience in students

Learning Unit 5: Exercises and methods

In the Table below you can find associated learning phases (LP), learning objective and fine learning outcomes for each of the learning Units (LU) within the module (M).

M8 Learning Unit 1:		
Learning phase	Learning objective	Fine learning outcomes
M8LU1_What is resilience?_LP1	Define resilience in the context of mental health	<ol style="list-style-type: none"> <li>1. You understand what resilience is and can define it in different contexts (psychological, social, educational).</li> <li>2. You can describe forms of resilience (emotional, social, physical) and can describe them.</li> <li>3. You can differentiate resilience from other related concepts.</li> <li>4. You can identify and explain key components of resilience</li> <li>5. You can explain resilience as a dynamic process that develops over time through interaction with the environment.</li> <li>6. You can describe the differences between personal resilience and collective resilience.</li> </ol>
M8LU1_Importance of resilience_LP2	Understand the importance of resilience in regard to mental health	<ol style="list-style-type: none"> <li>1. You can identify the effects of resilience on mental and physical health</li> <li>2. You can explain how resilience contributes to better mental and physical health, including stress management and general well-being</li> <li>3. You know how resilience serves as a protective factor against burnout, chronic stress and mental illness</li> </ol>

		<p>4. You can describe the importance of resilience for personal development</p> <p>5. You can explain the role of resilience in improving academic performance and educational success.</p> <p>6. You know how resilience can lead to positive personal growth and development</p>
M8LU1_Models and concepts of resilience_LP3	Describe and apply models of resilience in the educational setting	<p>1. You can describe and explain various resilience models.</p> <p>2. You can explain the concepts of risk and protective factors in the context of resilience models and explain how these interact and influence resilience.</p> <p>3. You can explain the adaptation mechanisms of individuals that are depicted in the resilience models.</p> <p>4. You can describe how models of resilience differ in different cultural contexts and what impact this has on the understanding of resilience worldwide.</p> <p>5. You can apply resilience models in an educational setting.</p>
M8LU1_Factors for resilience_LP4	Understand and describe factors of resilience and strategies for strengthening those	<p>1. You can name and explain internal resilience factors.</p> <p>2. You can name and explain external resilience factors.</p> <p>3. You understand the interaction between internal and external resilience factors.</p> <p>4. You understand and can apply strategies for strengthening resilience factors.</p> <p>5. You can explain the role of resilience factors in preventive and supportive measures.</p>
M8LU1_Significance for the educational sector_LP5	Understand the significance of resilience for the educational sector.	<p>1. You can describe the impact of resilience research on educational policy and practice.</p> <p>2. You understand the importance of strengthening resilience in teachers and learners.</p> <p>3. You understand the role of resilience in learning and education programmes.</p> <p>4. You understand how resilience can be integrated into curricula and educational programmes.</p> <p>5. You can apply strategies to strengthen resilience among teachers and learners.</p>
M8LU1_The role of the educational institution in promoting resilience_LP6	Understand the importance of promoting resilience in educational institutions	<p>1. You understand the important role of educational institutions in promoting resilience.</p> <p>2. You can apply resilience-promoting measures in everyday school life and can apply them.</p> <p>3. You understand the importance of cooperation with parents and</p>

		<p>the community to promote resilience in the educational institution and can promote a strategy of cooperation.</p> <p>4. You understand the role of teachers in supporting resilience development</p> <p>5. You can apply practices to develop a school culture that promotes resilience.</p>
<b>M8 Learning Unit 2: Developing your own resilience</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M8LU2_ Resilience in the teaching profession_LP1	Understand the impact of resilience on the teaching profession	<ol style="list-style-type: none"> <li>1. You understand how resilience promotes professional development and lifelong learning in the teaching profession</li> <li>2. You understand what impact resilience has on the effectiveness of teaching.</li> <li>3. You understand how the resilience of the teacher can influence the learners.</li> <li>4. You can describe how resilience can help to overcome common challenges in the classroom</li> <li>5. You can apply strategies for improving resilience in the everyday work of teachers.</li> </ol>
M8LU2_ Self-awareness and mindfulness_LP2	Understand the importance and connection of self-awareness and mindfulness in regard to resilience	<ol style="list-style-type: none"> <li>1. You understand the importance of self-awareness and mindfulness for your own resilience.</li> <li>2. You understand how mindfulness can support self-reflection</li> <li>3. You understand how mindfulness can help to promote emotional stability and react more calmly to challenging situations.</li> <li>3. You understand how mindfulness can contribute to stress reduction.</li> <li>4. You can describe various mindfulness techniques and can integrate them into your everyday life.</li> <li>5. You can create a personalised plan to incorporate mindfulness practices into your everyday school life</li> </ol>
M8LU2_ Emotional intelligence and stress management_LP3	Understand the importance and connection between emotional intelligence, stress management and resilience	<ol style="list-style-type: none"> <li>1. You can describe the key components of emotional intelligence and understand how they contribute to resilience</li> <li>2. You can identify stressors and understand their impact on resilience</li> <li>3. You understand how emotional intelligence and stressors affect interactions with learners</li> <li>4. You can describe self-regulation techniques with regard to emotional intelligence.</li> </ol>

		5. You can apply self-regulation techniques with regard to and stress management.
M8LU2_ Social support and networks_LP4	Understand the importance of social support networks for developing resilience	<ol style="list-style-type: none"> <li>1. You can name different types of social support and understand the importance for resilience.</li> <li>2. You can evaluate the role of professional and private networks in supporting the strengthening of resilience using examples.</li> <li>3. You can develop strategies for building and maintaining social contacts to strengthen resilience.</li> <li>4. You understand the importance of strong social networks for resilience in the teaching profession.</li> </ol>
M8LU2_ Work-life balance and self-care_LP5	Understand the importance of work-life balance and self-care for ensuring resilience	<ol style="list-style-type: none"> <li>1. You can define and explain work-life balance.</li> <li>2. You can name factors influencing work-life balance.</li> <li>3. You understand the effects of a poor work-life balance on their everyday working life.</li> <li>4. You can apply time management and prioritisation techniques to improve your work-life balance and can apply them.</li> <li>5. You can develop a sustainable self-care strategy that promotes resilience.</li> </ol>
M8LU2_ 7 pillars of resilience_LP6	Understand and explain the 7 pillars of resilience and its significance in the educational context	<ol style="list-style-type: none"> <li>1. You can name the 7 pillars of resilience and recognise their significance.</li> <li>2. You can reflect on and explain the 7 pillars in relation to personal resilience.</li> <li>3. You can give examples of how the 7 pillars can be practically strengthened and promoted in your everyday school life.</li> <li>4. You can relate the 7 pillars of resilience to your professional challenges and develop solution strategies.</li> </ol>
<b>M8 Learning Unit 3: Resilience in everyday school life</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcomes</b>
M8LU3_ Resilience-oriented communication_LP1	Understand the concept and importance of resilience-oriented communication	<ol style="list-style-type: none"> <li>1. You understand the importance and basic principles of effective, resilience-enhancing communication in the classroom</li> <li>2. You understand the difference between verbal and non-verbal communication and its importance in everyday teaching</li> <li>3. You can apply conversation techniques that promote resilience.</li> <li>4. You understand the importance of empathic listening and can apply this in practice.</li> <li>5. You can create an open communication atmosphere.</li> </ol>

<p>M8LU3_ Stressors and challenges in everyday school life_LP2</p>	<p>Identifying stressors and challenges in everyday school life and implementing effective stress management</p>	<ol style="list-style-type: none"> <li>1. You can recognise typical stressors and challenges in everyday school life</li> <li>2. You understand the effects of stress on teaching and learning.</li> <li>3. You can recognise signs of stress and excessive demands on yourself and your students.</li> <li>4. You can apply strategies for identifying stressors at an early stage.</li> <li>5. You can apply techniques for effective stress management for teachers and students and can apply them.</li> </ol>
<p>M8LU3_ Conflict management - dealing with conflicts constructively_LP3</p>	<p>Identify conflicts in everyday school life and understand the importance of proper conflict management</p>	<ol style="list-style-type: none"> <li>1. You can recognise the different types of conflicts in everyday school life and understand the causes.</li> <li>2. You can recognise the phases of a conflict and know the importance of conflict management.</li> <li>3. You can apply conflict prevention techniques and can apply them.</li> <li>4. You know how to conduct a constructive conflict resolution dialogue</li> <li>5. You can teach students to resolve conflicts independently</li> </ol>
<p>M8LU3_ Resilience strategies in challenging situations_LP4</p>	<p>Understand the importance of resilience to overcome challenging situations</p>	<ol style="list-style-type: none"> <li>1. You can recognise the importance of resilience for teachers and learners when dealing with challenges</li> <li>2. You can identify coping strategies for challenging situations and can apply them.</li> <li>3. You can apply strategies for maintaining your own mental health under pressure</li> <li>4. You can create emergency plans for dealing with crisis situations in everyday school life.</li> </ol>
<p>M8LU3_ Promoting a positive and supportive class climate_LP5</p>	<p>Understand the importance of and implement strategies for promoting a supportive class climate</p>	<ol style="list-style-type: none"> <li>1. You can describe the key components for promoting a resilient classroom</li> <li>2. You understand the importance of a safe and trusting learning environment for student resilience.</li> <li>3. You can apply strategies to promote openness and trust in the classroom.</li> <li>4. You can implement methods for promoting an inclusive classroom.</li> <li>5. You can integrate activities that promote resilience into everyday school life.</li> </ol>
<p>M8LU3_ Mindfulness and attentiveness_LP6</p>	<p>Understand the importance of mindfulness and attentiveness for promoting resilience in everyday school life</p>	<ol style="list-style-type: none"> <li>1. You can define the 7 principles of mindfulness.</li> <li>2. You can describe the basic principles of mindfulness and mindfulness and understand the</li> </ol>

		<p>significance for everyday school life.</p> <p>3. You know how to use mindfulness exercises to promote concentration and learning success</p> <p>4. You can apply mindfulness exercises that you can use in everyday school life</p> <p>5. You understand how to successfully integrate mindfulness into lessons to promote a positive classroom climate.</p>
<b>M8 Learning Unit 4: Promoting Resilience in Students</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning objectives</b>
M8LU4_ Basics of resilience in pupils _LP1	Understand the importance of resilience for pupil's professional development	<p>1. You understand the importance of resilience for the development of students</p> <p>2. You understand how resilience can be measured and assessed in students</p> <p>3. You understand the impact of resilience on students' academic performance and social well-being</p> <p>4. You can identify risk and protective factors that influence student resilience and the role of resilience building</p> <p>5. You understand the importance of a comprehensive support system within the school.</p>
M8LU4_ Resilience training for pupils _LP2	Know how to effectively promote resilience in pupils.	<p>1. You can describe proven resilience-promoting techniques and strategies that are specifically aimed at minimising risks and strengthening protective factors and can apply them.</p> <p>2. You understand and communicate the importance of self-care</p> <p>3. You can promote students' self-efficacy.</p> <p>4. You can promote positive relationships and social support among students</p> <p>5. You can adapt resilience training to the individual needs of students</p>
M8LU4_ L Social support - promoting supportive relationships _LP3	Understand the importance of social support for pupils' resilience and mental health.	<p>1. You understand the importance of social support for students' resilience and mental health.</p> <p>2. You understand the importance of stable attachment figures and positive role models for the development of resilience.</p> <p>3. You understand the role of the teacher as part of the students' social support network</p> <p>4. You can establish a network of social support within the school.</p> <p>5. You can integrate activities into everyday school life that emphasise the importance of</p>

		social relationships and strengthen supportive relationships among students.
M8LU4_ Feedback and recognition - positive reinforcement and constructive feedback _LP4	Understand the importance of feedback and recognition in regard to pupil's resilience.	<ol style="list-style-type: none"> <li>1. You understand the basic principles of effective feedback.</li> <li>2. You can give effective, constructive feedback.</li> <li>3. You can give individualised feedback that responds to students' individual needs and progress.</li> <li>4. You are able to promote a feedback culture in everyday school life.</li> <li>5. You are able to implement a system and routines for regular feedback and recognition in everyday school life.</li> </ol>
M8LU4_ Individual support: Recognising and promoting the needs and potentials of pupils_LP5	Understand the importance of individual support in promoting student's resilience	<ol style="list-style-type: none"> <li>1. You can recognise the individual needs and potential of pupils.</li> <li>2. You can promote individual needs and potential within the framework of individual support plans.</li> <li>3. You can promote self-awareness and self-reflection in pupils</li> <li>4. You can promote social-emotional needs.</li> <li>5. You can create an atmosphere of positive reinforcement that recognises individual achievements and progress.</li> </ol>
M8LU4_ Development of goals and future orientation _LP6	Understand the role of setting goals as a resilience strategy and be able to guide it	<ol style="list-style-type: none"> <li>1. You understand the role of goal setting as a resilience strategy</li> <li>2. You know methods to support your students with a positive future orientation.</li> <li>3. You know resilience-promoting techniques for the goal-setting process and can pass these on to your students.</li> <li>4. You can use experiences of success to strengthen the resilience of their students.</li> </ol>
<b>M8 Learning Unit 5: Exercises and methods</b>		
<b>Learning phase</b>	<b>Learning objective</b>	<b>Fine learning outcome</b>
M8LU5_ Empathy and social skills _LP1	Apply and guide methods to strengthen empathy and social skills to boost resilience	<ol style="list-style-type: none"> <li>1. You can explain to your students how empathy influences communication.</li> <li>2, You can describe methods for practising active listening with the help of role plays.</li> <li>3. You can teach your students how to give and receive constructive feedback.</li> <li>4. You can teach your students how to recognise social signals and emotions in group situations and how to react appropriately.</li> <li>5. You know methods for practising building and maintaining positive relationships with your students.</li> </ol>

<p>M8LU5_ Promotion of self-awareness and personal growth _LP2</p>	<p>Apply and guide methods to strengthen self-awareness and personal growth to boost resilience</p>	<ol style="list-style-type: none"> <li>1. You can guide self-reflection exercises that help students to better understand their thoughts, feelings and behaviour.</li> <li>2. You can use methods that promote self-confidence and self-acceptance.</li> <li>3. You can use methods to identify values and strengths.</li> <li>4. You understand how to set appropriate goals that take into account personal growth and your own strengths and values.</li> <li>5. You understand how to create an environment that promotes continuous learning and the development of life skills.</li> </ol>
<p>M8LU5_ Strengthening self-esteem and self-confidence _LP3</p>	<p>Apply and guide methods to strengthen self-esteem and self-confidence to boost resilience</p>	<ol style="list-style-type: none"> <li>1. You are familiar with the 3 pillars of self-esteem and know what influences self-esteem.</li> <li>2. You understand the role of self-esteem in the development of resilience.</li> <li>3. You can apply exercises/methods for strengthening self-esteem and self-confidence and can also instruct them.</li> <li>4. You understand how to organise feedback sessions in such a way that they increase self-esteem.</li> <li>5. You can organise role plays and/or group activities that promote self-confidence in various scenarios.</li> </ol>
<p>M8LU5_ Self-care _LP4</p>	<p>Apply and guide methods to strengthen self-care to boost resilience</p>	<ol style="list-style-type: none"> <li>1. You understand the importance of self-care in relation to resilience</li> <li>2. You understand the importance of regular self-reflection to promote self-care.</li> <li>3. You can describe self-care rituals and can apply and communicate them in everyday life.</li> <li>4. You can create routines for physical, emotional and mental self-care.</li> <li>5. You understand how to set boundaries to prevent overload and can pass on this guidance.</li> </ol>
<p>M8LU5_S Methods for promoting emotional intelligence_LP5</p>	<p>Apply and guide methods to strengthen emotional intelligence to boost resilience</p>	<ol style="list-style-type: none"> <li>1. You can name different coping strategies for dealing with challenges and stress and can teach them.</li> <li>2. You can put together a 'coping strategies toolkit' for individual use that is suitable for the students.</li> <li>3. You can explain the process of selecting and adapting coping strategies to individual situations.</li> <li>4. You can practice coping strategies in role plays/discussion groups to simulate their use in real-life situations</li> </ol>

		5. You understand how to promote and support the use of coping strategies in stressful situations.
M8LU5_ Creative and playful methods to promote resilience_LP6	Know and apply appealing methods to promote resilience	<p>1. You understand how to create a positive and playful learning environment that contributes to emotional relief and social learning.</p> <p>2. You can develop creative and playful activities that promote resilience in a fun and interactive format.</p> <p>3. You can use digital platforms and tools to promote resilience.</p> <p>4. Organise team activities that raise awareness of group resilience</p> <p>5. You can convey the importance of humour and composure in dealing with challenges.</p>

## Learning Pathway

This curriculum offers a set of learning pathways designed to build knowledge, confidence, and practical skills in supporting mental health within VET institutions. Each pathway complements the others, creating a flexible and comprehensive approach to professional development.

### Self-evaluation tool

The [self-evaluation tool](#) serves as a starting point for professional development by enabling teachers and trainers to reflect systematically on their current mental health-related competences. It identifies individual strengths, areas for improvement, and institutional training needs, supporting a tailored approach to learning. The tool should be used at the beginning of the learning journey to develop individual learning plans and after completing learning modules to measure progress and impact.

### E-Learning Course

The [e-learning course](#) provide the theoretical foundations and conceptual frameworks that support competence development, as well as reflective exercises. They offer flexible, self-paced learning opportunities that are accessible to everybody, regardless of their schedules or locations.

### Presence training

Face-to-face training enables learners to translate theoretical knowledge into practical skills through group-based, experiential learning activities. It builds confidence in applying mental health support strategies, facilitates peer learning, and fosters a supportive institutional culture. The structured workshop guideline outlines clear learning objectives and facilitation guidelines.

### MOOC

And finally, the [MOOC](#) provides an additional practical learning resource to deepen knowledge.

Together, these learning pathways offer a comprehensive approach to professional development. They empower participants to develop an understanding of mental health, reduce stigma, support learners with confidence and help create inclusive, caring VET environments.



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