

# Mental Health Challenges. Block 1





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**01**

Warm up

**02**

MH in professionals

**03**

MH in students

**04**

MH challenges

**05**

Risk and protective factors

**06**

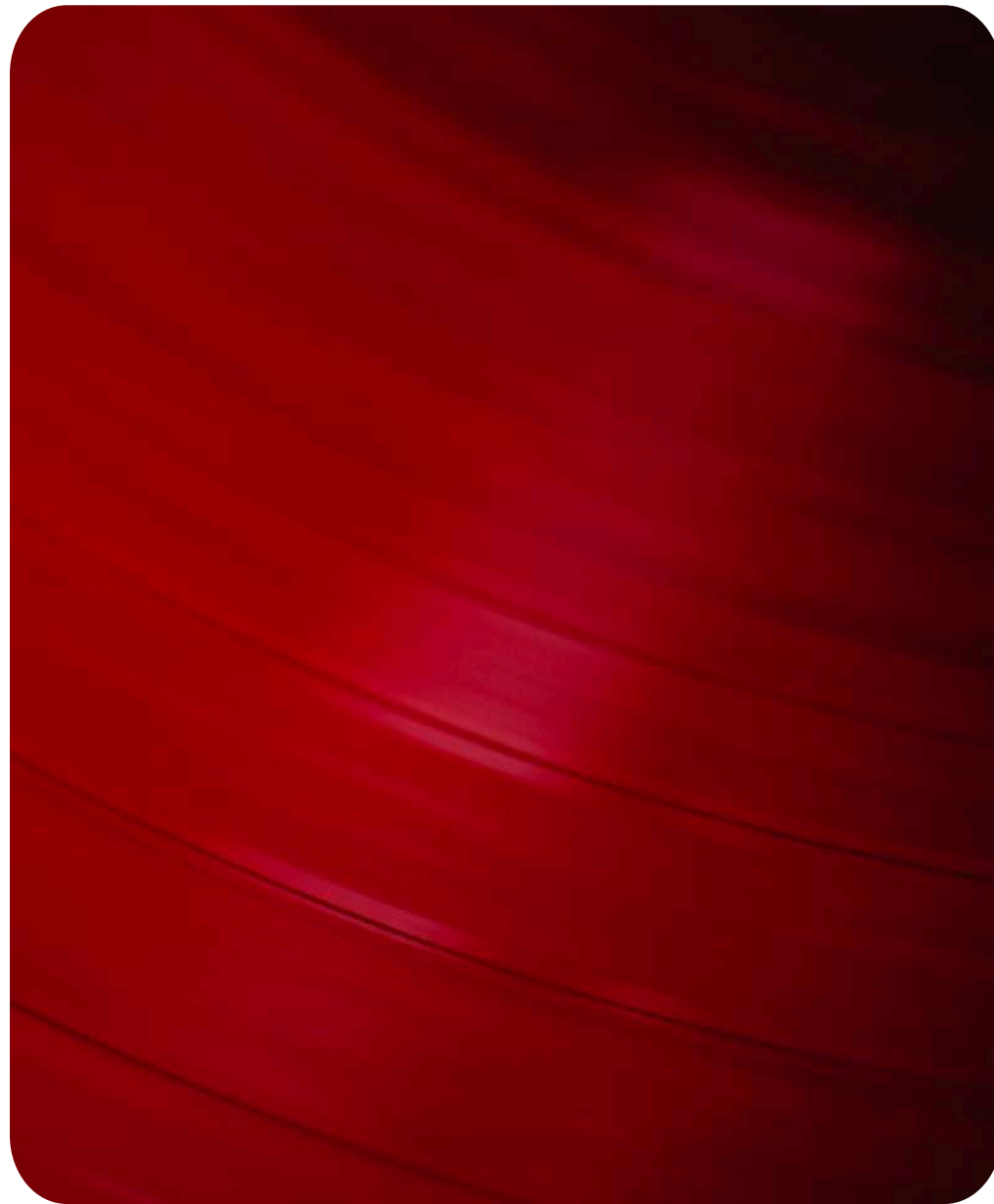
Building resilience

## What will we explore today?

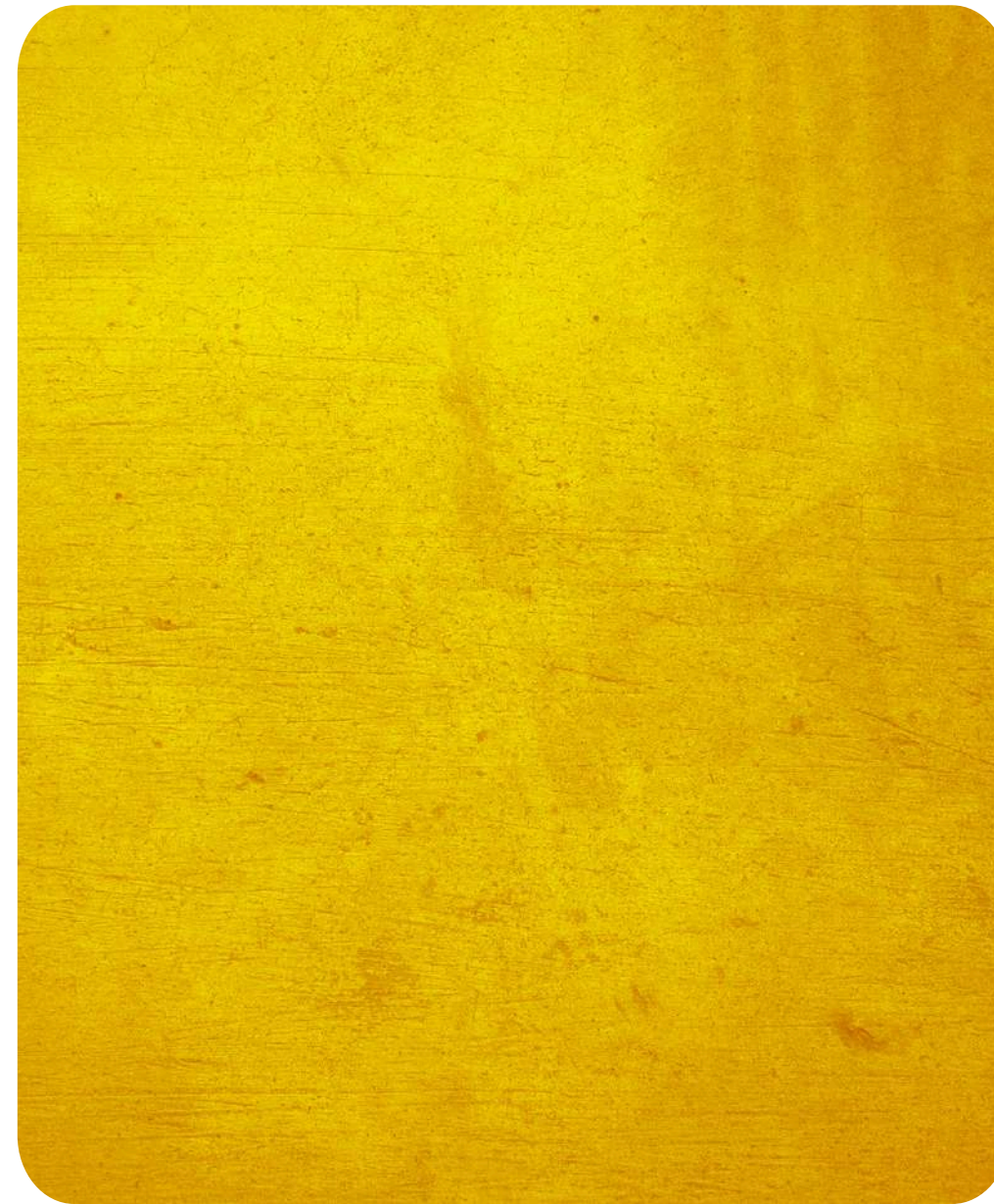
- Identify common mental health challenges in students
- Recognise early warning signs in the classroom
- Understand risk and protective factors
- Explore ways schools can support student resilience



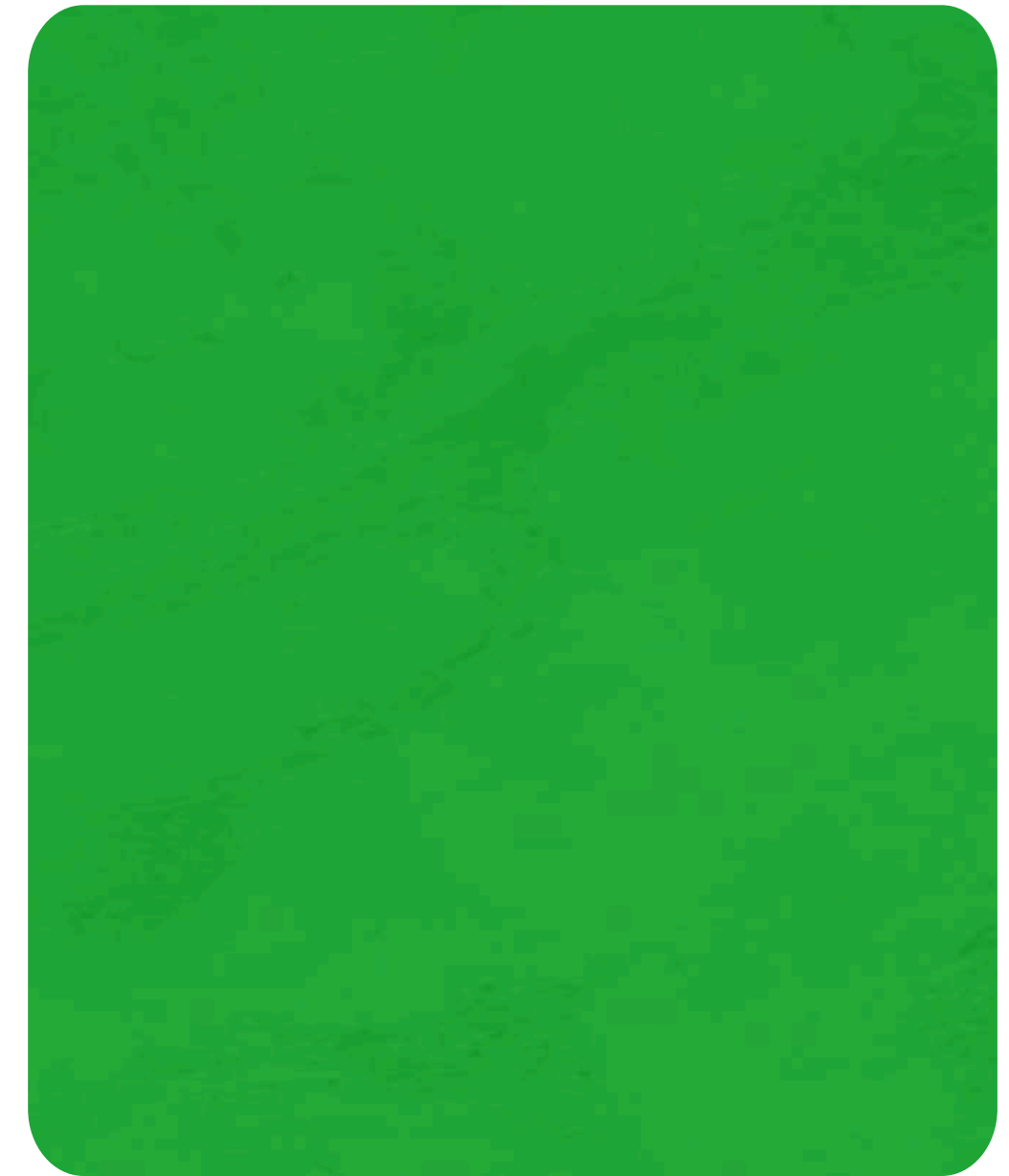
# How do I feel regarding Mental Health?



**Unsettled**



**Interested but doubtful**



**Confident**





# Mental health in professionals

Why does it matter?

- Teachers experience high levels of stress and emotional workload
- Burnout affects teaching quality and classroom climate
- When teachers are well, students benefit

→ What situations in school create the most stress for teachers?



# Surveys in the EU frame:



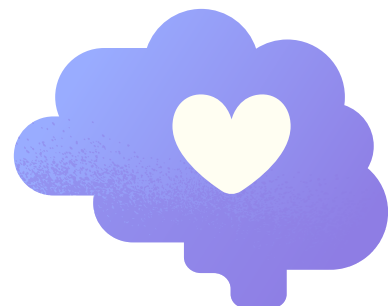
**European School Education Platform Survey (2023).** Responses from 666 educators, primarily from Italy, Greece, Portugal, Spain, and Turkey.

- 83% thought there's school's sensitivity towards pupils' mental health VS 53% towards teachers'.
- 50% emphasized the need to prioritize staff well-being.
- 34% importance of training teachers in mental health awareness and identification.



**European Commission Report on Higher Education (2024)**

- Study on student and staff mental well-being.
- It presents institutional approaches and provides recommendations for improving mental health and well-being through holistic, whole-institution strategies.



**European Trade Union Committee for Education (ETUCE) Position Paper (2023)**

- Urged legislation to address psychosocial risks in education.
- Teachers and other education personnel are among the most affected by psychosocial hazards, leading to work-related stress and burnout.





# Mental health in students



Why is it important

- Around 1 in 7 children and adolescents aged 10–19 globally are affected by a mental health condition.
- About one-third of all mental health conditions begin before age 14, and about half before age 18, showing how early problems emerge during schooling years.
- Schools can be both a risk environment and a protective environment

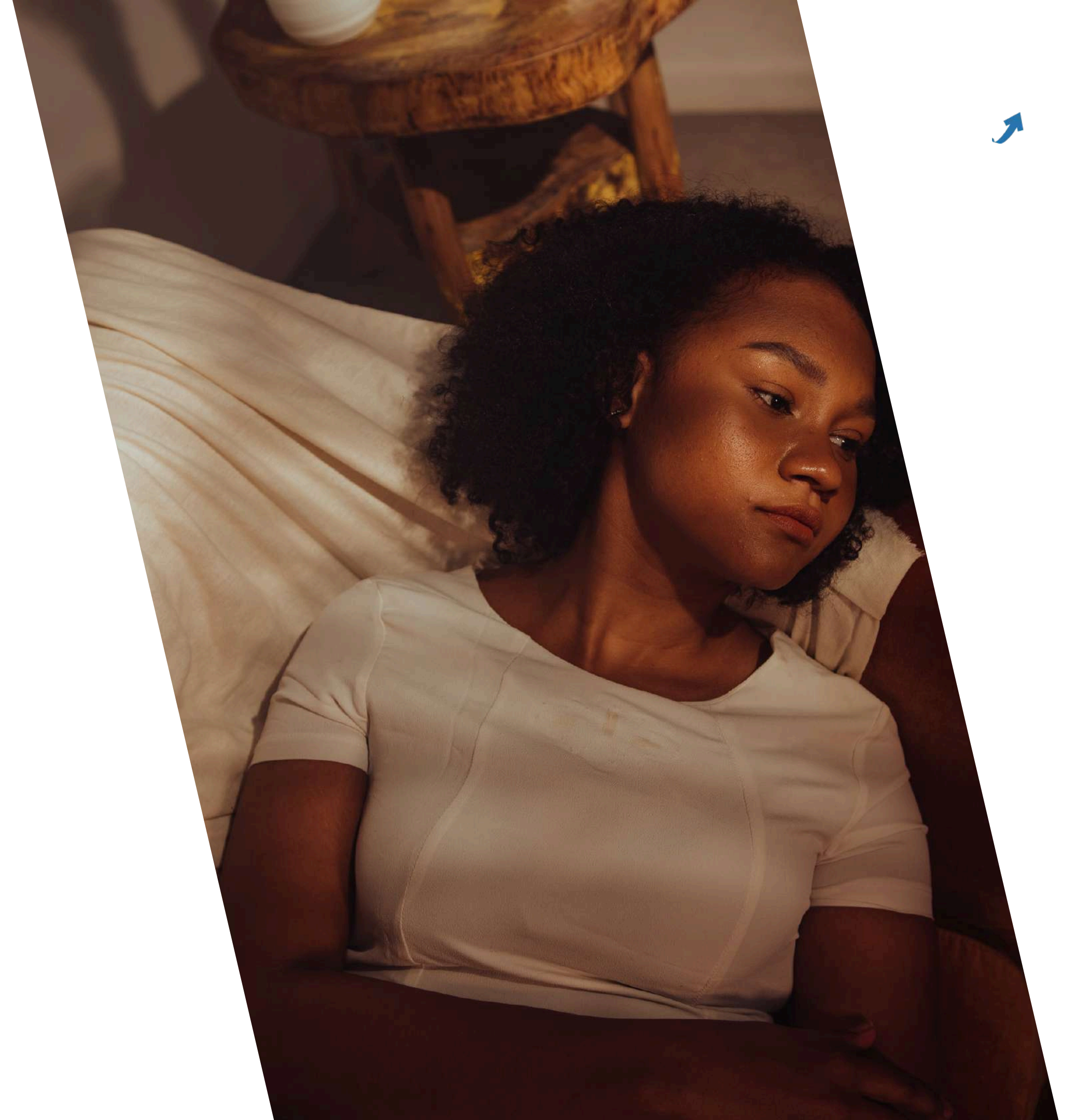
→ In your school, what factors protect students' wellbeing?





## General signs of alarm

- Quick mood swings
- Isolation or seclusion
- Low self esteem and motivation
- Problems focusing or performing
- Negative self comments
- Frequent somatizing (pain, nausea...)



# Anxiety

## What is it

- Excessive worrying, constant nervousness, difficulty in relaxing

## How to recognise it

- Fear of speaking in class, avoiding exams, continuous stress, etc.

## What is it related to

- Related to academic pressure, comparisons, perfectionism and others.



# Depression

## What is it

- Persistent sadness, apathy, disconnection from previous interests.

## How to recognise it

- It can be easily confused with rebelliousness or laziness.

## What is it related to

- Changes in sleep pattern, risk of suicidal thoughts if not treated properly.



# Eating disorders

## What is it

- Excessive worrying about body and eating control.

## How to recognise it

- Skipping meals, over exercising, guilt after eating.

## What does it appear like

- Hidden behind the “healthy habits” appearance.





# ADHD Attention Deficit Hyperactivity Disorder

## What is it

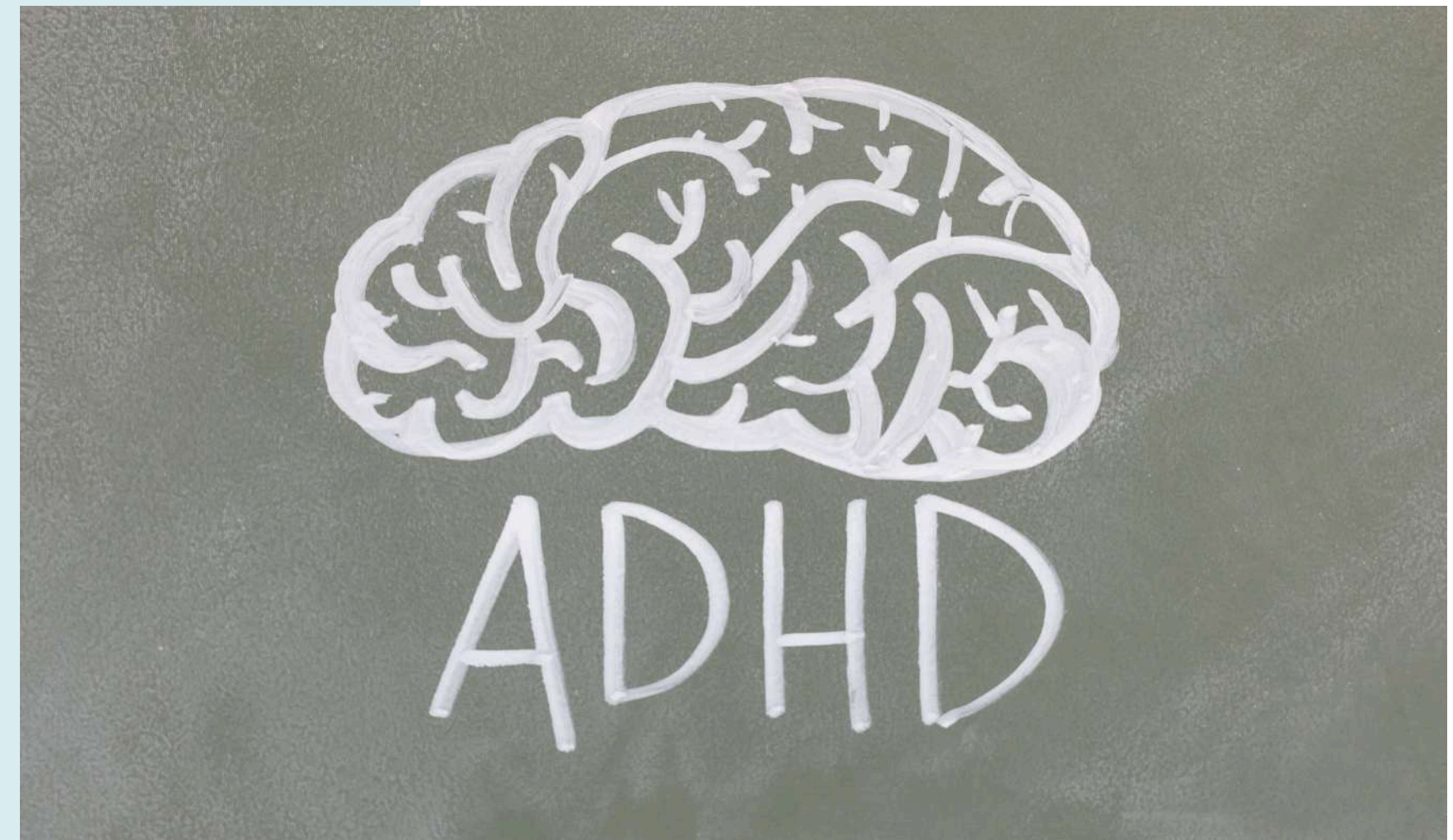
- Patterns of inattention, hyperactivity, and impulsivity.

## How to recognise it

- Difficulty sustaining attention in tasks, frequent forgetfulness and disorganization, fidgeting, difficulty controlling impulses.

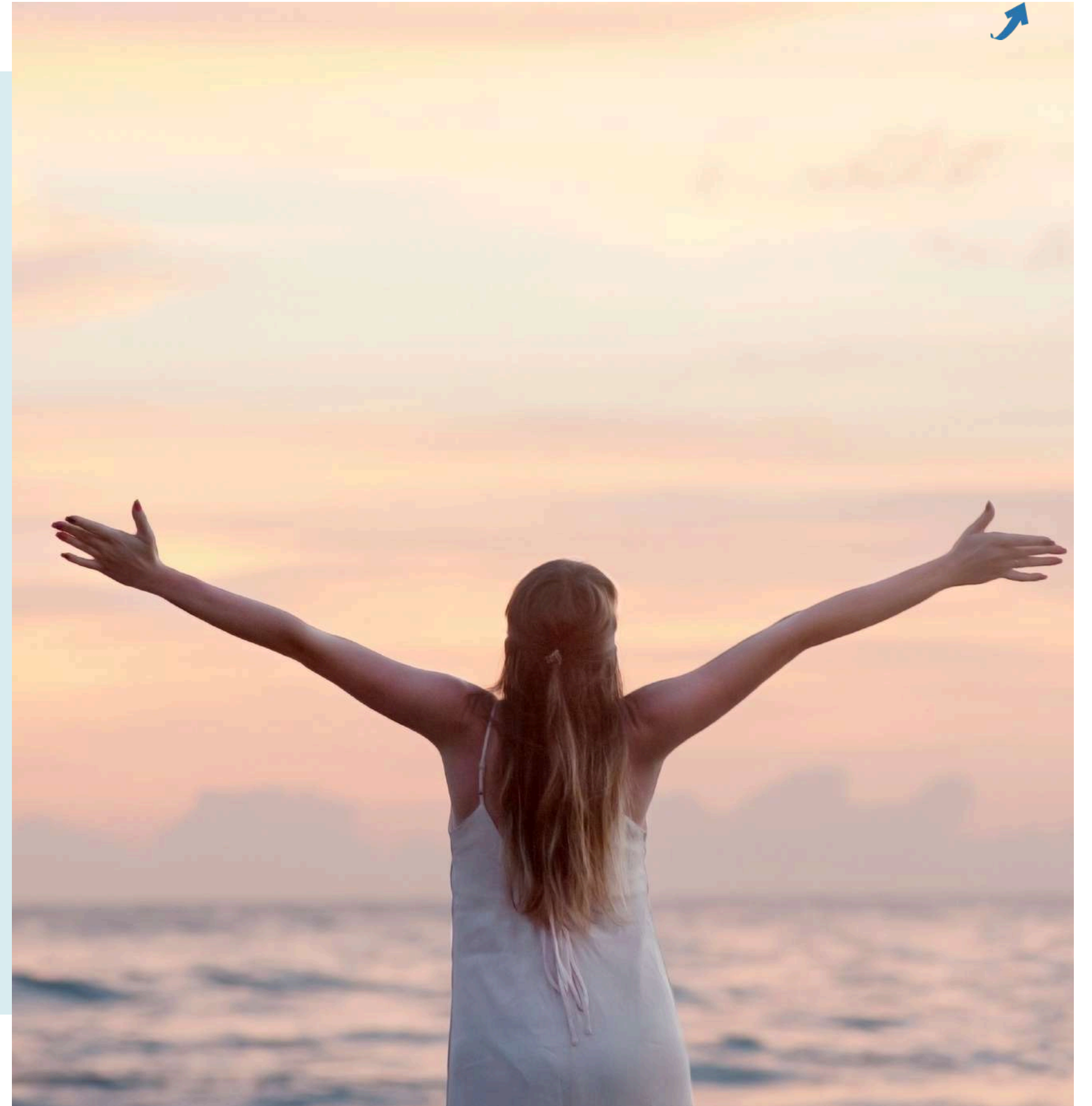
## What is it related to

- Genetic factors, brain structures, context...



## Suming up

- Educators can impact students living different situations and with different backgrounds.
- Mental health of educators will reflect on them, as well as in their own job performance and personal life.
- Mental health is a right, not a luxury.





## **Risk and protective factors of Mental health**



- Make groups of 4-3 people.
- Think about your professional context.
- List some risk factors on one side and some protective ones on the other.



# Study cases

## Let's analyze

Then present your answers and case in some minutes.



Look and read the case you got.  
Answer the following questions:

- What are the main warning signs?
- What risks are present?
- What can a teacher do immediately?



# Building resilience

## Definition & Strength factors



**Resilience** is the ability to:

- adapt to difficulties
- recover from challenges
- keep moving forward

Some factors that help us be resilient: Make connections, ask for help, practice activities you enjoy, Set clear goals or find purpose: help others, be proactive, move towards your goals.





# Know some strategies

## Daily journal to build resilience.

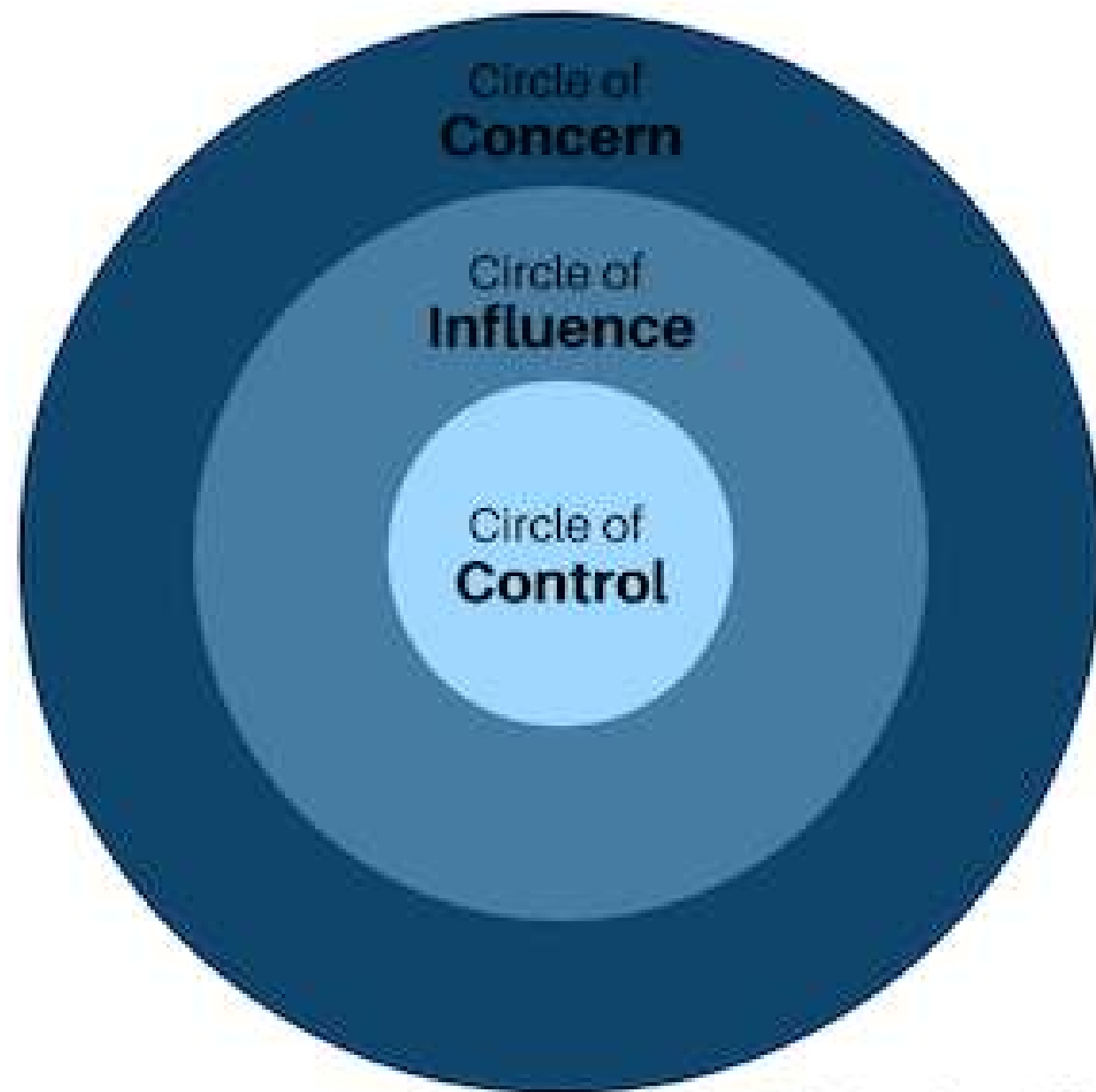
- Working on self-compassion (not self-pity)
- Assertive rights.
- Freely expressing guilt or grief.

## STOP Technique (mindfulness): Stop, Take a breath, Observe, Proceed.

- This technique can be a helpful tool for managing stress, anxiety, and emotional overreactions.
- When you use it for some time and see you can manage situations more easily, you achieve that sense of being capable that leads to resilience.

## Stephen Covey's Circle of Influence.

- It helps you focus on what you can control and influence.
- It can reduce stress, increase feelings of empowerment, and enhance your ability to navigate challenges, ultimately fostering resilience.



© Stephen Covey, 1990





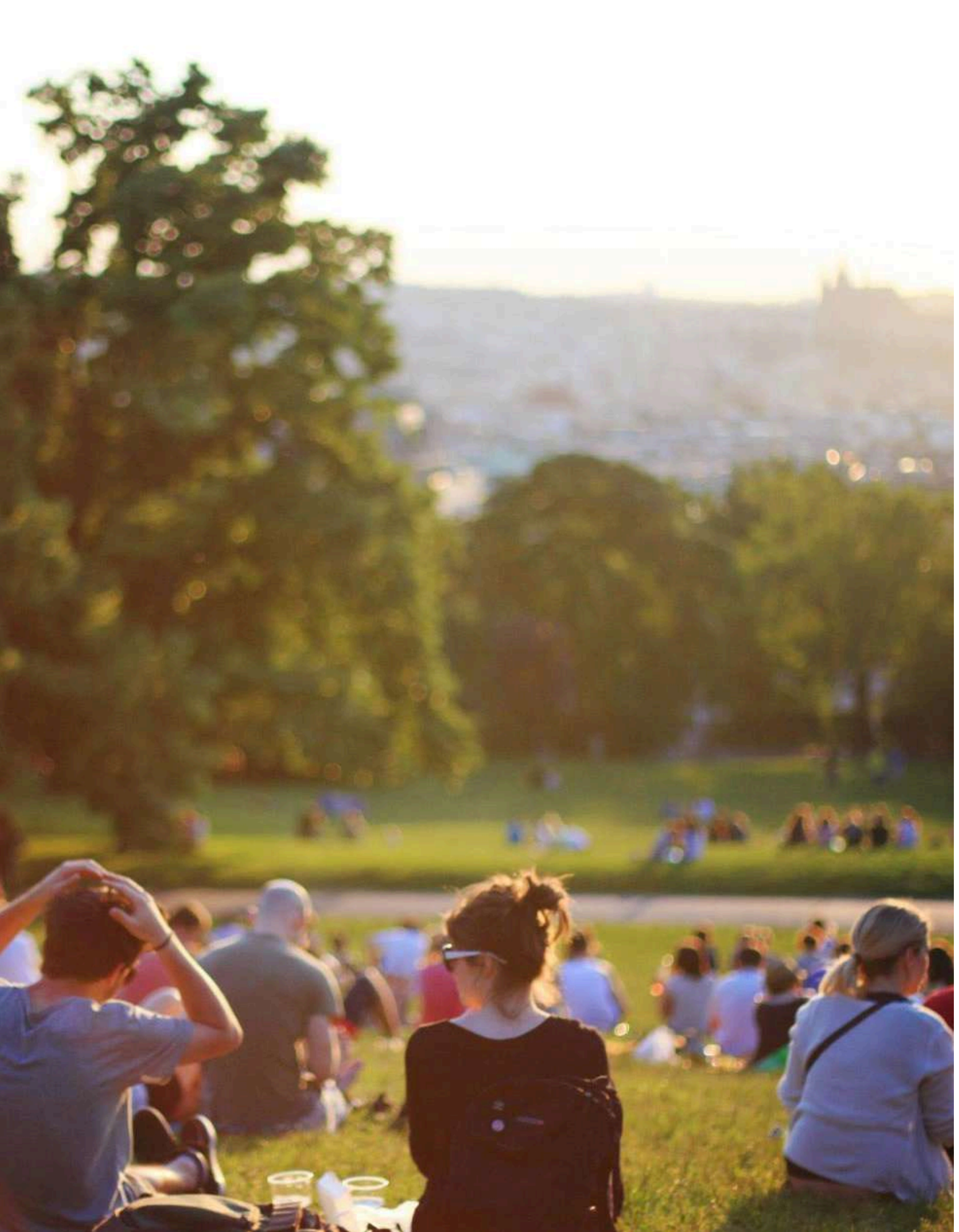
Thank you



# Mental Health Challenges. Block 2

Inclusion, Belonging and the School's Role in Mental Wellbeing





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## 01

Inclusion and community cohesion

## 05

Networking

## 02

Impact in mental wellbeing

## 06

Loneliness, cyberbullying and social media dependence

## 03

Promoting inclusion

## 04

Role of schools - Tools

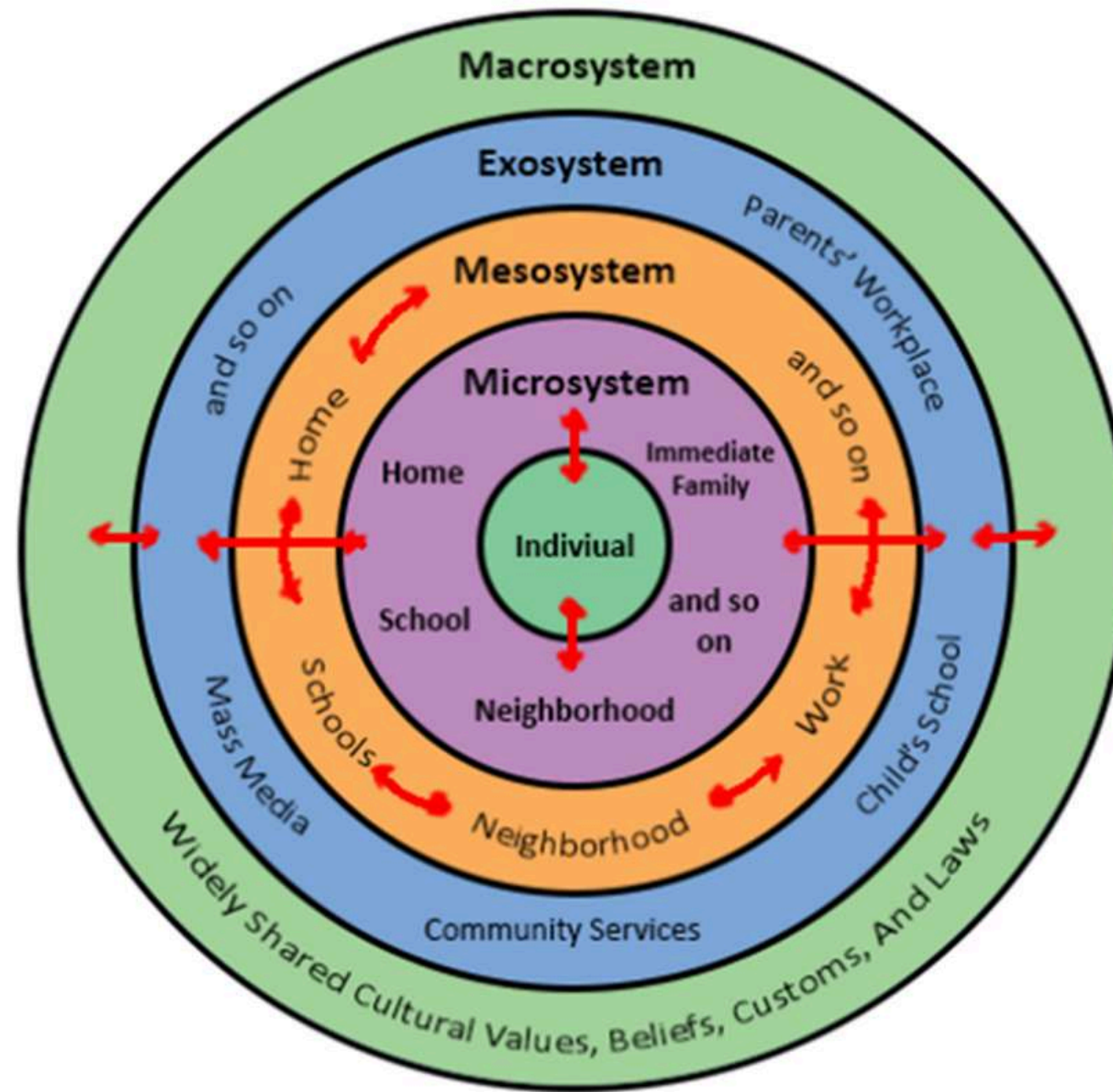
## Objectives of the day

- Understand how inclusion and belonging affect student wellbeing
- Learn ways that schools can prevent and protect their students
- Exchange good practices for creating safer, more inclusive school environments
- Identify how loneliness, cyberbullying, and screen dependence appear in school



# Why inclusion matters for mental health

## Bronfenbrenner



- Students' wellbeing is shaped by relationships, belonging, and school climate
- Feeling excluded increases stress, anxiety, and disengagement
- Feeling included strengthens safety, confidence, and participation



## Inclusion means:

- Equal access to opportunities and resources.
- Dimensions of inclusion:
  - **Social:** being part of the social life of the community
  - **Economic:** equitable access to economic opportunities
  - **Cultural:** respect and valuing of cultural diversity
  - **Political:** active participation in decision-making processes.



## Community cohesion means:

- A school community where people feel connected, safe, and responsible for one another.
- Dimensions:
  - **Sense of belonging:** perception of being part of the community
  - **Social support networks:** the existence of supportive relationships among community members
  - **Community participation:** involvement in community activities

# Impact of inclusion and cohesion in mental well-being

- Inclusion reduces isolation and stress
- Supportive relationships increase resilience
- Belonging improves engagement and academic participation
- Exclusion can increase anxiety, withdrawal, and school avoidance



**A whole school approach**

# Strategies to promote inclusion cohesion



## Community level

- Inclusive programmes
- Support networks
- Community projects

## Institutional level

- Inclusive policies
- Training/awareness

## Individual level

- Empathy development
- Effective communication
- Social skills

## At classroom level

- Empathy-building activities
- Cooperative learning
- Clear routines for respectful communication

## At school level

- Inclusive policies
- Support systems
- Family/community collaboration

## At student level

- Social skills
- Peer support
- Opportunities to participate



# What can schools and teachers do?



**Small tips can make big changes**



- Notice exclusion early
- Create safe, predictable classroom climates
- Collaborate with families and support staff
- Use inclusive language and practices
- Make belonging visible in everyday school life



# Role of schools in promoting Mental Health

**Some practical tools**





# Let's become a student

## Activity 1

Write a short note from the perspective of a student who feels excluded, misunderstood, or invisible.



Dear teacher,

I feel \_\_\_\_\_ when \_\_\_\_\_  
because \_\_\_\_\_.

I would like to \_\_\_\_\_ but  
\_\_\_\_\_ you never \_\_\_\_\_.

I wish things were \_\_\_\_\_.

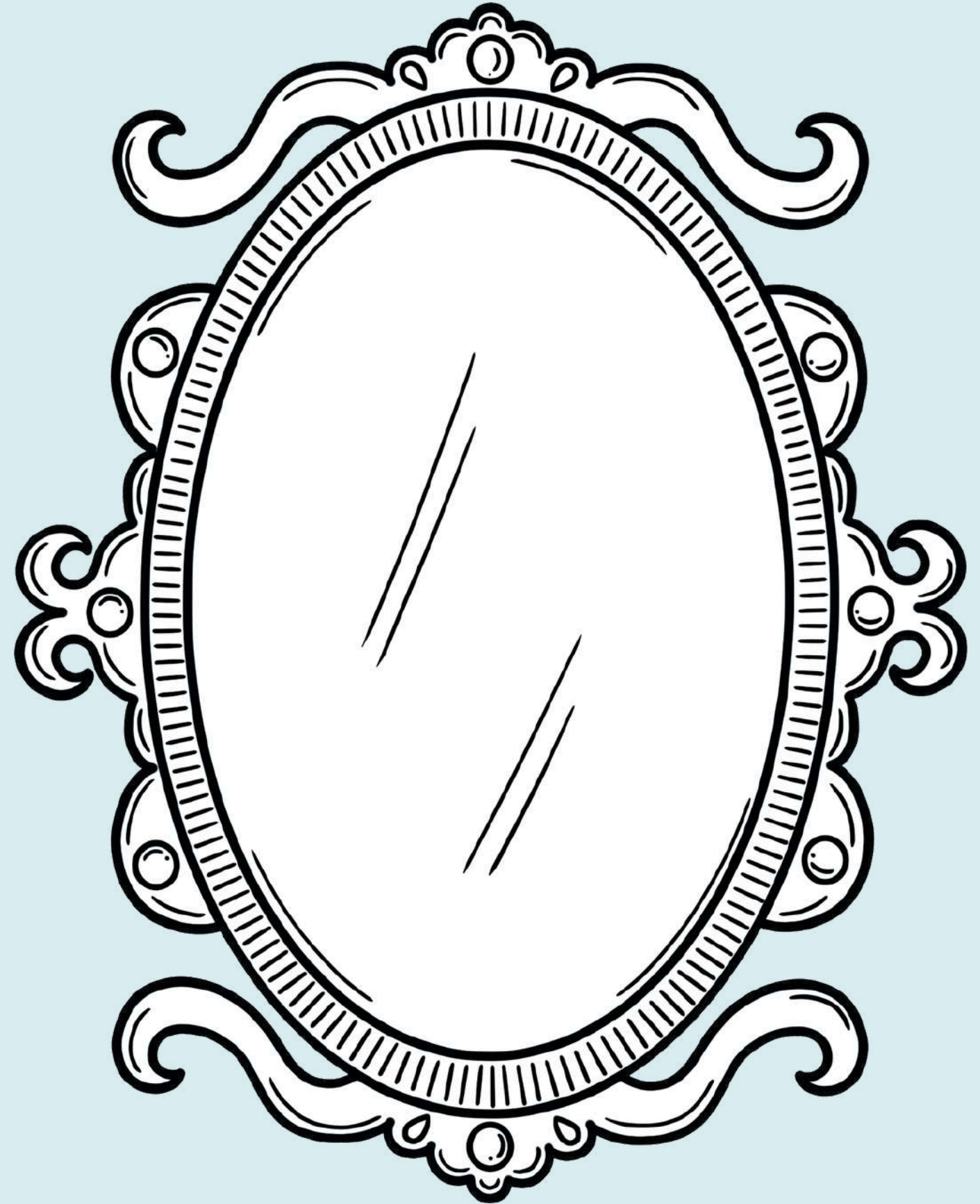
It would be great if \_\_\_\_\_.

I have never told you but \_\_\_\_\_.

# The mirror

## Activity 2

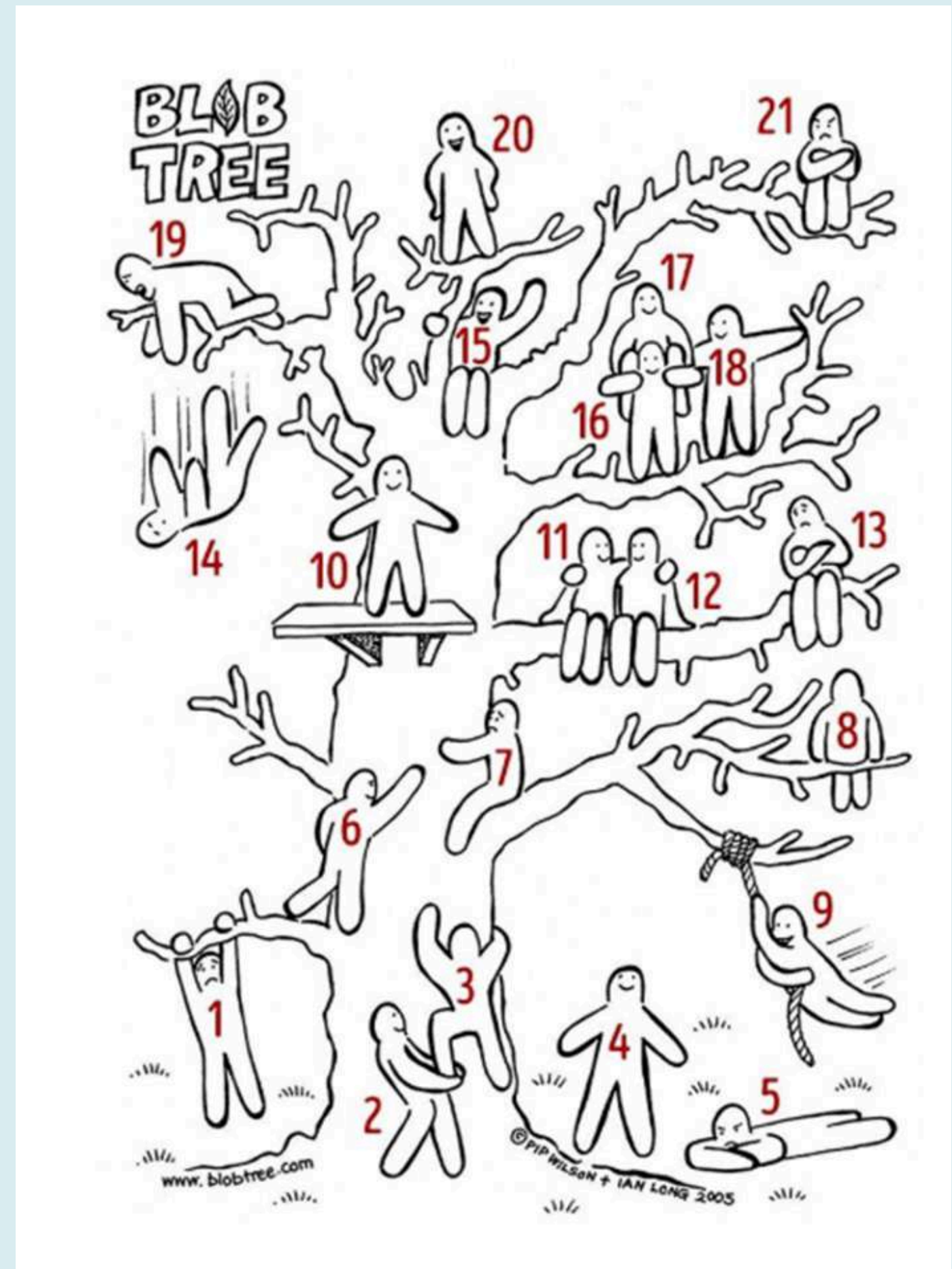
Write as you can... but be careful,  
there's a challenge!



# The Blob

## Activity 3

1. Who were you three years ago?
2. Who are you right now?
3. Who would you like to be in 3 years?



# Dixit

## Activity 4

1. Who were you three years ago?
2. Who are you right now?
3. Who would you like to be in 3 years?



# Networking activity



# Networking activity

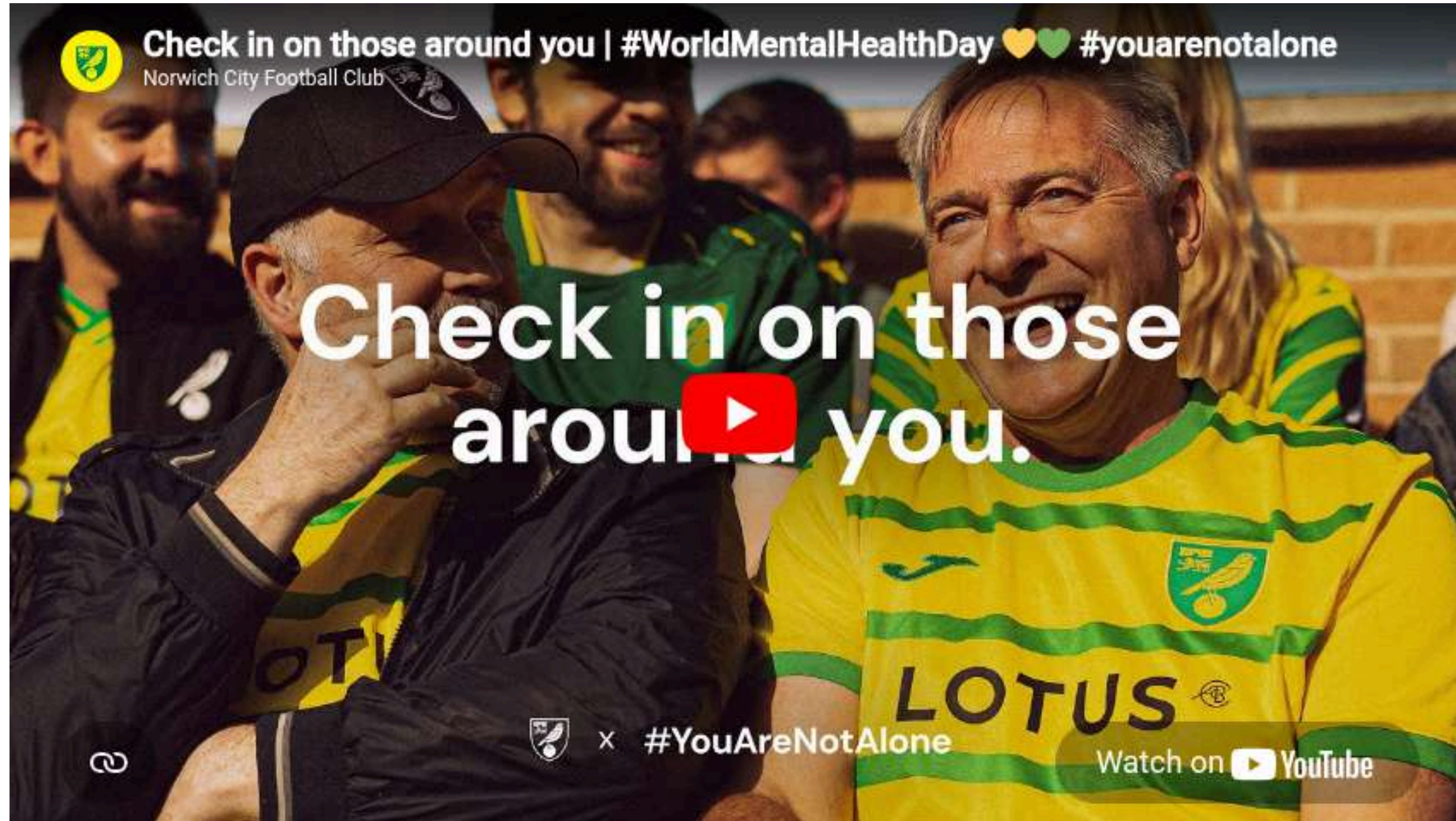
## Good practices of schools



# Consequences of loneliness, cyberbullying and social media dependence



# Loneliness



# Loneliness

- **Definition:** Feeling of isolation or disconnection, regardless of social contact quantity.
- **Psychological Impact:** Depression, anxiety, low self-esteem.
- **Physical Impact:** Cardiovascular issues, cognitive decline, decreased immunity.
- **Social Impact:** Social withdrawal, fear of rejection.



# What can schools and teachers do?



## Interventions



- Notice isolated students early
- Create structured peer interaction
- Use **buddy systems** and cooperative tasks
- Provide safe spaces and trusted adults
- Strengthen belonging through routines and participation



# Cyberbullying



 **Orange | Experimento social Ciberodio**  
Dentsu Creative Spain





 Watch on  YouTube

## Cyberbullying

- **Definition:** Using digital technologies to harass, threaten, or humiliate someone.
- **Psychological Impact:** Anxiety, depression, PTSD.
- **Social Impact:** Social withdrawal, relationship deterioration.
- **Academic/Work Impact:** Decreased performance due to stress and distraction.

**Have you seen any examples of this? How can it be different from one case to another?**



## Other online risks

- harassment in group chats or social media
- image-based abuse / sextortion
- grooming
- exclusion and humiliation online



# What can schools and teachers do?



## Interventions



- **Education and Awareness:** Programs for students, parents, and teachers on cyberbullying.
- **Psychological Support:** Counseling services for victims to deal with trauma and rebuild self-esteem.
- **Legislation and Policies:** School and workplace policies against cyberbullying.
- **Technological Tools:** Monitoring and parental control tools, reporting mechanisms on digital platforms.



# Cyberbullying - interventions



Orange | ¿Sabes con quién chatean tus hijos? | Experimento social  
Dentsu Creative Spain



*(Risa nerviosa)*

orange

Watch on  YouTube



## Social media dependence

- **Definition:** Excessive and compulsive use of social media interfering with daily life.
- **Psychological Impact:** Anxiety, depression, low self-esteem, sleep disorders.
- **Physical Impact:** Eye strain, headaches, posture problems.
- **Social Impact:** Social isolation, relationship deterioration.
- **Academic/Work Impact:** Reduced productivity and performance due to distraction.

# What can schools and teachers do?



## Interventions



- **Time Limits:** Set time limits for social media use, use apps to monitor and restrict screen time.
- **Alternative Activities:** Promote offline activities like sports, hobbies, and social events.
- **Cognitive-Behavioral Therapy (CBT):** Address thought and behavior patterns contributing to dependence // What is he running away from?
- **Digital Literacy Education:** Programs to teach healthy and balanced technology use.





# Conclusions

- Importance of understanding the issues
- Loneliness, cyberbullying, and social media dependence have significant psychological, physical, and social impacts.
- Awareness and understanding are crucial for effective intervention
- Highlighted the importance of empathy and support.
- Emphasized the role of community and collaboration in addressing these challenges.





Thank you



# Mental Health Challenges. Block 3

Emotional Awareness, SEL, Conflict Resolution and Sports for Wellbeing





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**01**

Warm up + quick  
recap

**02**

Emotional awareness

**03**

Role of adults

**04**

Social and Emotional  
Learning

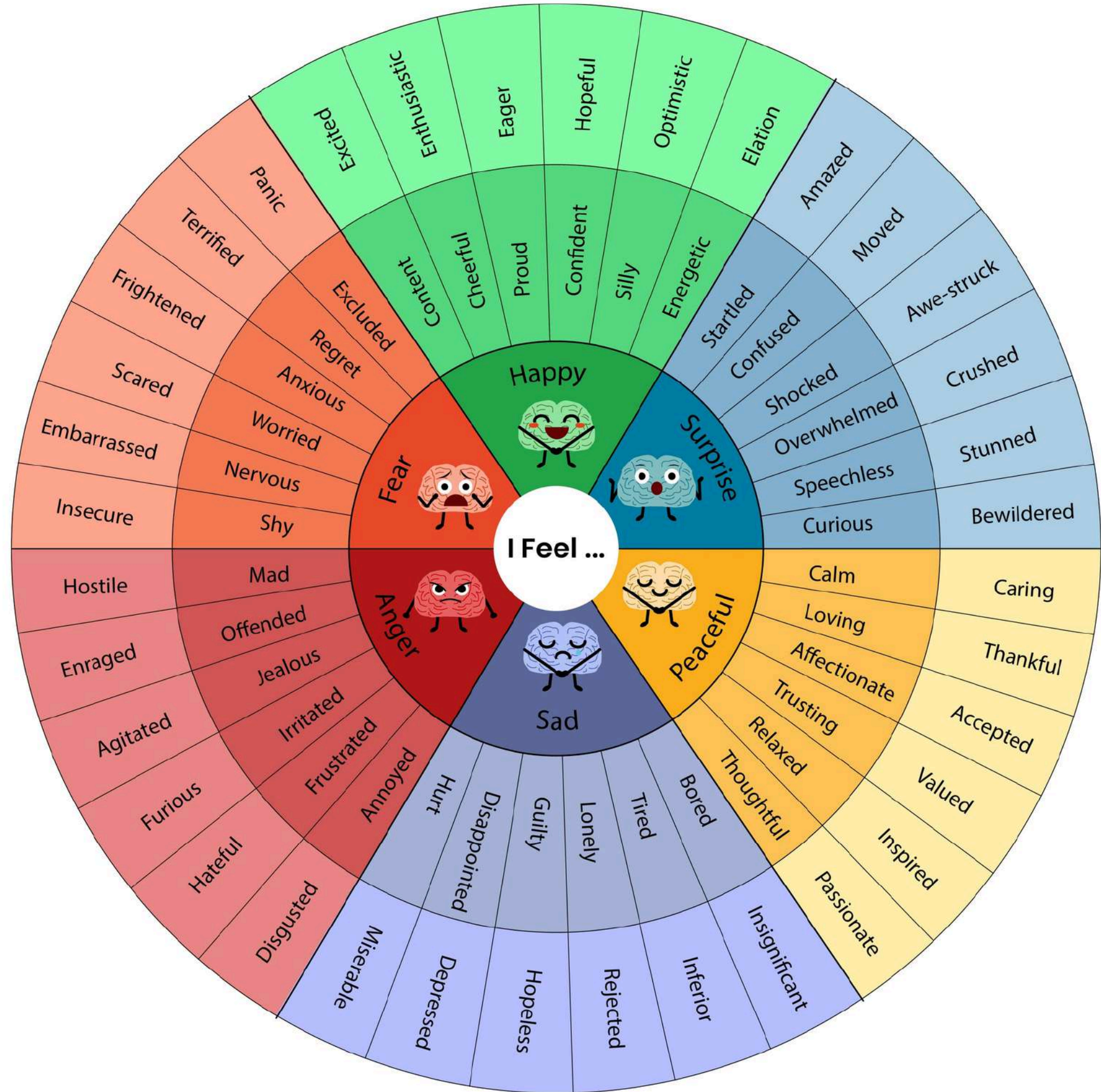
**05**

Sports and Mental  
Health

## What will we explore today?

- Identify school actions that promote inclusion and mental wellbeing
- Use emotional-awareness tools with students
- Understand the role of SEL in prevention and classroom climate
- Apply basic conflict-resolution strategies
- Explore how movement and sport can support mental health





# The emotions wheel

Warm up





# Inclusion actions and community impact

What do you remember?



# Emotional awareness


Definition, implications  
and roles





# Emotional awareness

## Definition



It's the ability to recognise, understand and manage our own emotions and those of other people

**Emotional awareness means:**

- noticing feelings
- naming them accurately
- understanding what may be behind them
- responding rather than reacting



# Emotional awareness

## Why it matters?



### It helps people:

- express themselves
- manage frustration
- build empathy
- reduce impulsive reactions
- ask for help when needed



# Emotional awareness

## The role of adults (teachers and families)



**Adults help children develop emotional awareness when they:**

- model calm language
- name emotions without judgement
- validate feelings
- guide regulation strategies
- create safe moments for dialogue



## What we can do (2-6 years)

### Encouraging Emotional Expression:

- Using play, storytelling, and daily conversations to talk about feelings.

### Teaching Emotional Vocabulary:

- Introducing and using words to name and describe emotions.

### Validating Emotions:

- Acknowledging and accepting the child's feelings, helping them feel understood.

### Guiding Emotion Regulation:

- Teaching techniques such as deep breathing and counting to ten to manage intense emotions.





## What we can do (6-12 years)

### Providing Opportunities for Social Interaction:

- Encouraging playdates and group activities to develop social skills and empathy.

### Teaching Problem-Solving Skills:

- Helping children think through problems and come up with solutions.

### Modelling Healthy Emotional Responses:

- Demonstrating how to handle frustration, disappointment, and conflict in a constructive manner.

### Facilitating Open Discussions:

- Regularly talking about emotions and experiences to normalize emotional expression.



# What we can do (12- 18 years)



## Supporting Autonomy:

- Allowing adolescents to make choices and learn from their experiences.

## Providing Guidance:

- Being available to discuss challenges and offer advice without being intrusive.

## Encouraging Open Communication:

- Creating a safe space for teenagers to talk about their feelings and experiences without fear of judgment.

## Promoting Healthy Relationships:

- Discussing the importance of respectful and supportive friendships and romantic relationships.

## Monitoring and Support:

- Keeping an eye on emotional well-being and intervening when necessary, providing access to additional support such as counselling if needed.



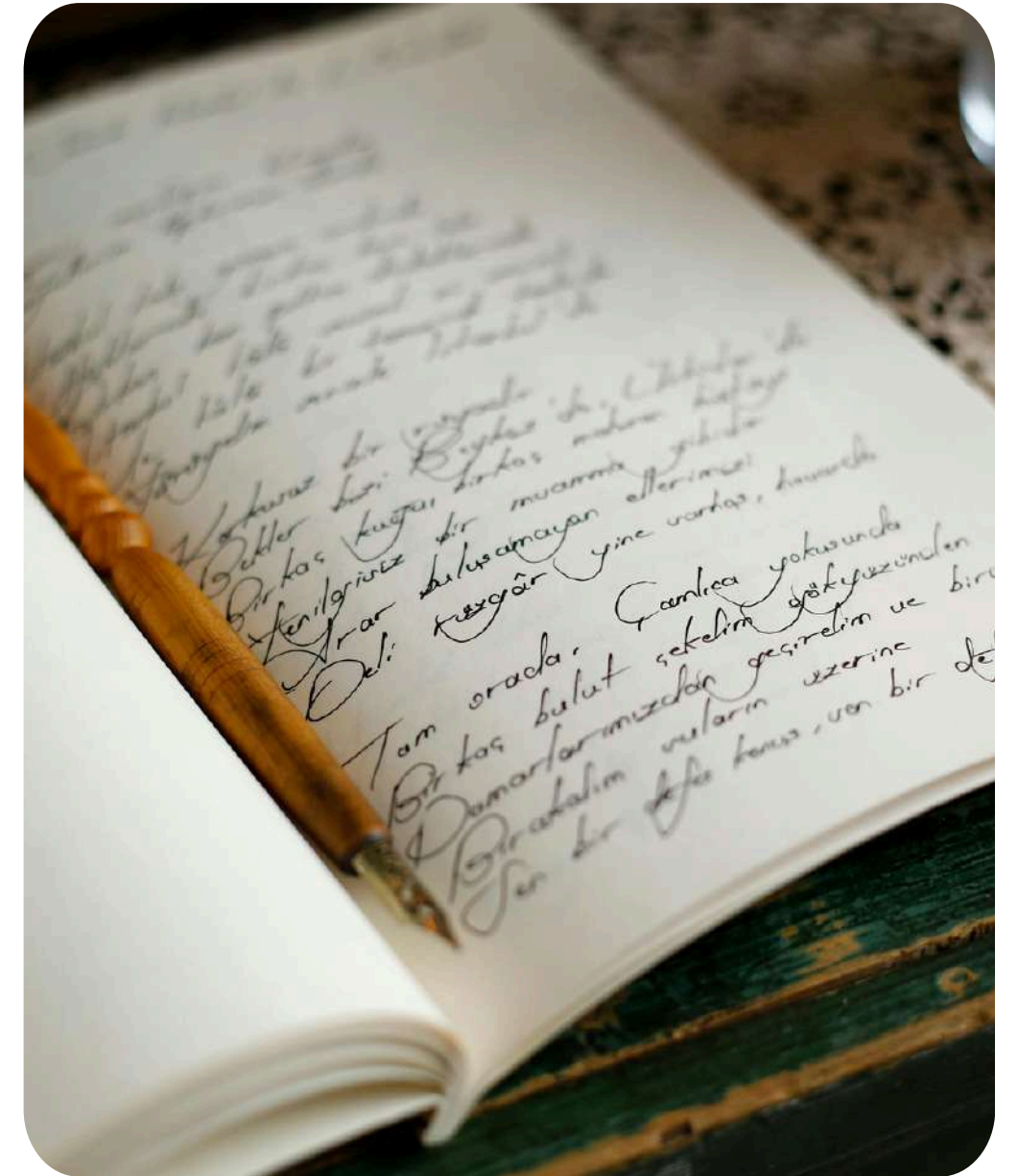
# Simple tools we can use



Mood check-ins



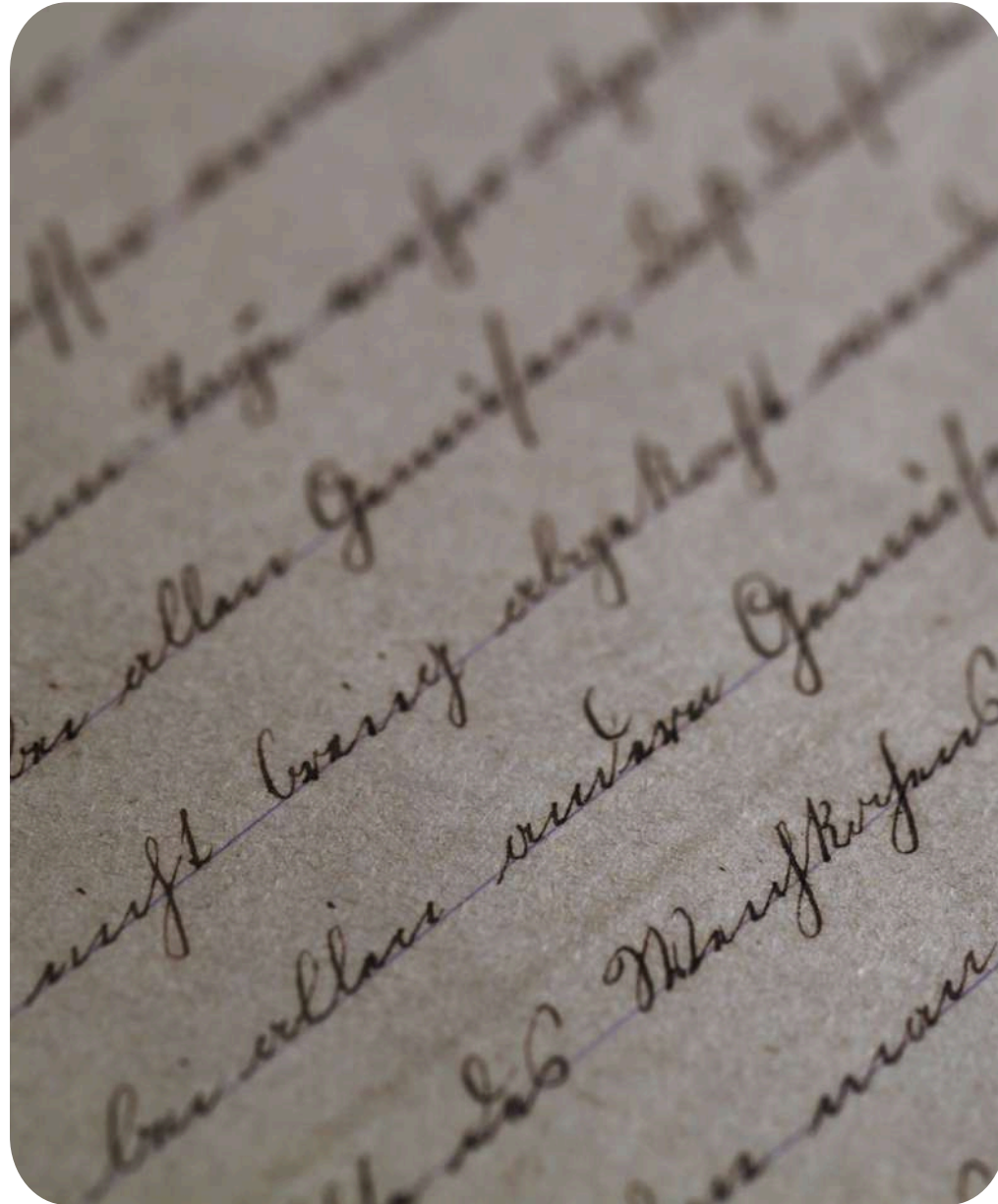
Emotion wheel



Journals



# Simple tools we can use



**Sentence starters**



**Role plays**



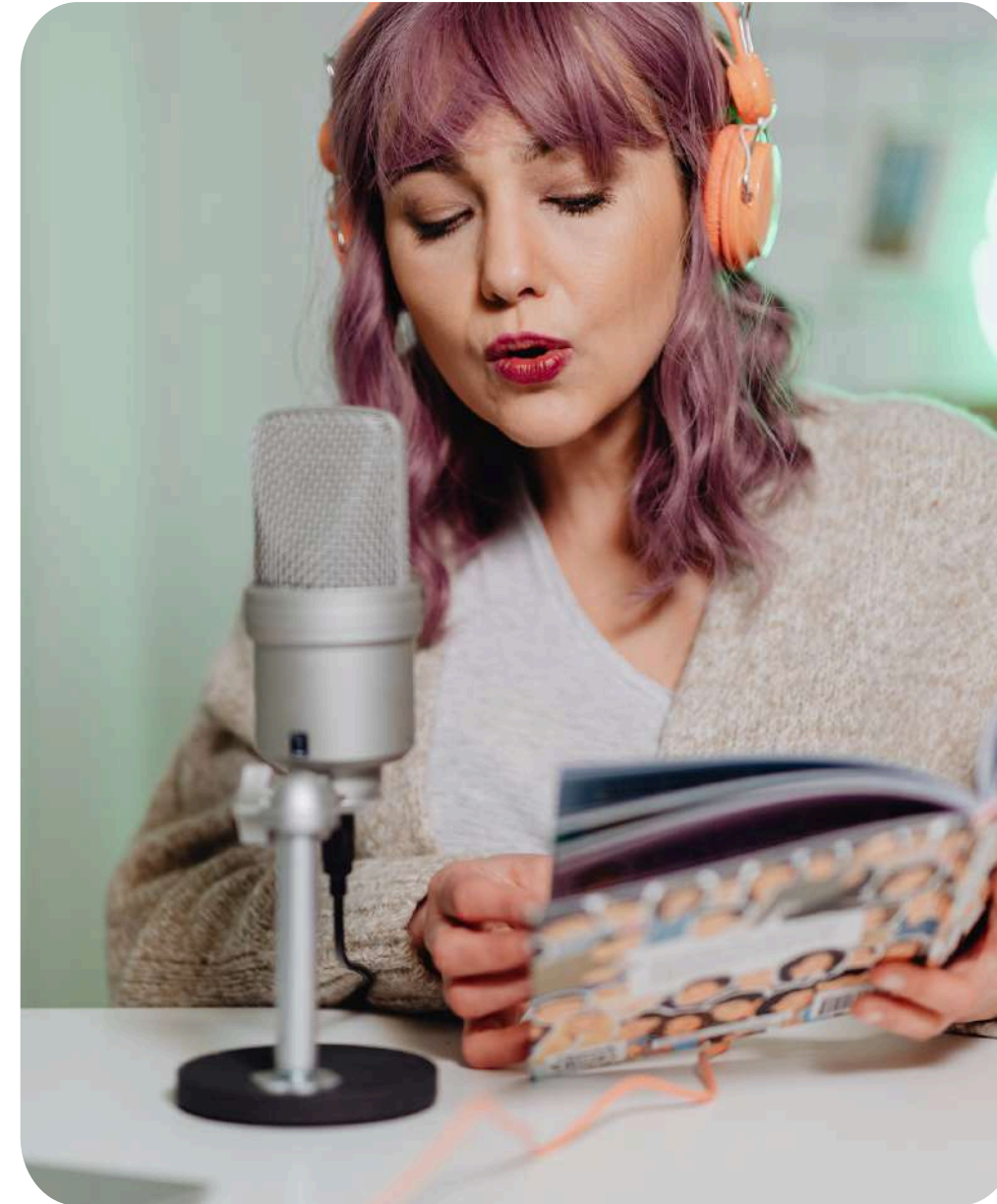
**Reflective discussions**



# Simple tools we can use



**Drawing**



**Storytelling**



# What makes a classroom emotionally safe?

- mistakes are allowed
- feelings can be expressed respectfully
- students are not mocked or shamed
- adults respond consistently
- differences are respected




# Social and Emotional Learning

**An overview**



# What is it?

## Definition



**Mainstreaming social and emotional learning in education systems**

The guide synthesizes the latest research and practice from the world, including case studies of concrete SEL...

[unesco.org](https://unesco.org) / Feb 12

## Social and Emotional Learning helps students develop:

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision-making



# SEL as prevention and protection

**A tool**



**SEL supports mental health  
because it helps students:**

- recognise emotions
- manage stress
- communicate more effectively
- solve problems in healthier ways
- understand other people's perspectives
- build positive relationships



# Emotional Communication at school

## Rol of teachers



- **Role-Playing Scenarios:**

Practising emotional responses and empathy through role-play.

- **Creative Expression:**

Art, drama, and music activities to express and explore emotions.

- **Peer Support Initiatives:**

Buddy systems or peer mentoring programmes to foster supportive relationships.

# Design a classroom response



## Situation

During group work, one student says to another:

**“You always ruin everything. Nobody wants to work with you.”**

The second student becomes very upset, pushes the chair back loudly, and refuses to continue. The rest of the group goes silent. The teacher notices that this is not the first tension between these students.

## Past actions

What things could you have done in the class in the past to address these situations?

Use specific tools or strategies.


Examples: using the emotions wheel, doing empathy dynamics (which ones and why?)

## Current actions

Immediate teacher response.

What things can you do now that it happens?

Examples: going to the school counselor, asking help of parents or peers...



# Sports and Mental Health

The power of Movement





# Improvements in mental health when doing physical activity

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## Hormons

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## Prevention

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## Attention

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- 
- Mood
  - Sleep quality
  - Focus and cognitive performance
  - Self-esteem and sense of achievement
  - Regular physical activity reduces symptoms of anxiety and depression, especially in adolescents.
  - Exercise can act as a natural stress reliever and emotional regulator.



## What happens in schools?

- Overemphasis on **competition or performance** can create stress, shame, and exclusion.
- Students with **mental health challenges** (e.g., anxiety, depression) often feel **disconnected** or even avoid PE.
- Sports programs sometimes **prioritize** the most **athletic students**, leaving others out.
- There is **little to no integration** between mental health support teams and PE departments

**From**

**Sport**  
→

←  
**Active way of  
life**

**To**



# Move, Notice, Reflect



## Before movement

Rate yourselves (1 to 5)


- Energy
- Stress
- Focus
- Sense of connection to the group

## Short movement

- A. Breathing exercise
- B. Energiser walk
- C. Cooperative movement

## Reflection

Reflection questions

- Which activity felt most useful for wellbeing?
  - Which one would help students regulate emotions?
  - Which one would support inclusion or connection?
  - Which students might find some activities difficult?
  - How could you adapt one activity for your school?
- 



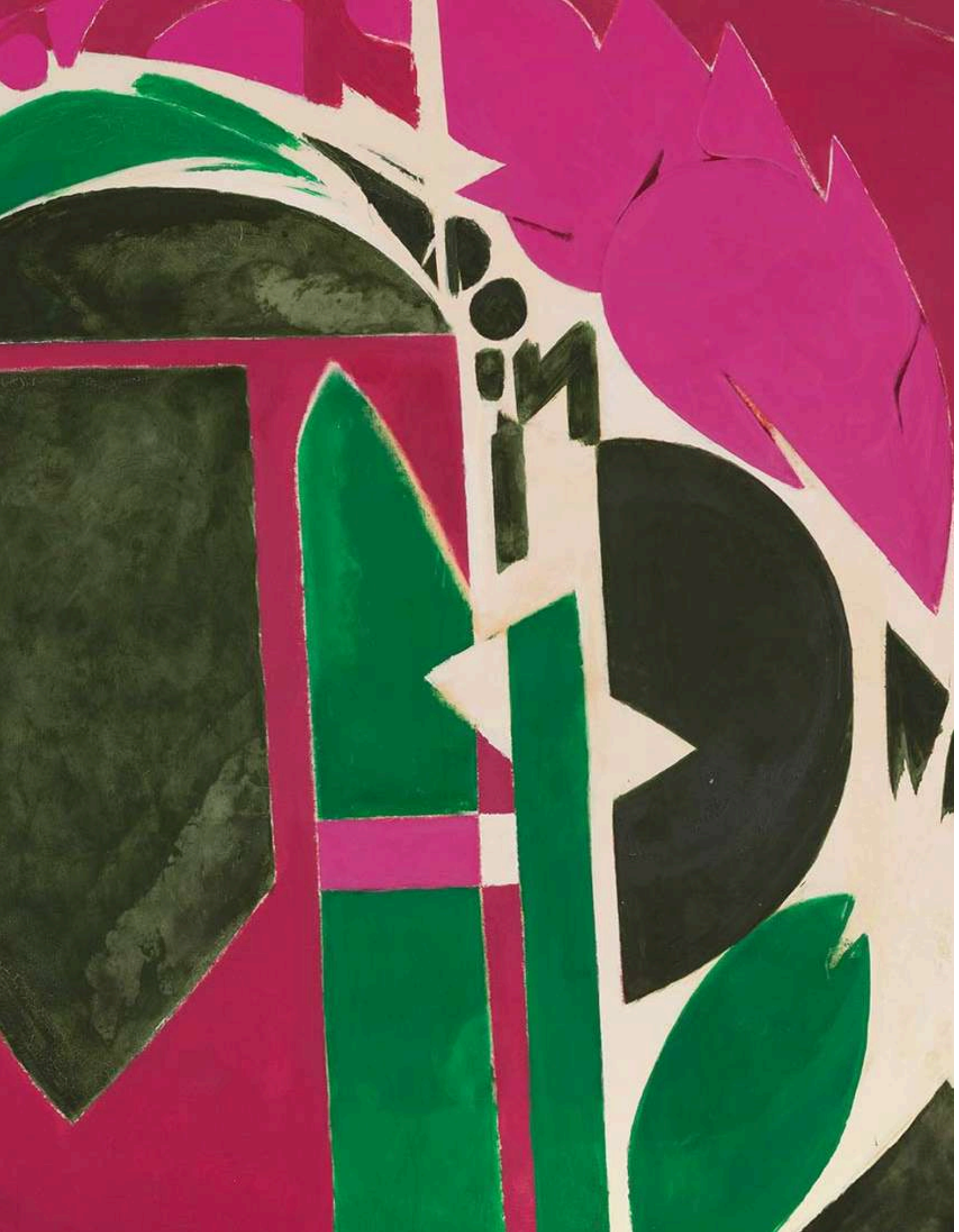
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# Mental Health Challenges. Block 4

Creative Expression, Storytelling and Wellbeing in Education





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Art and emotion

**02**

Creativity and Mental Health

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Creative techniques

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Storytelling for wellbeing

**05**

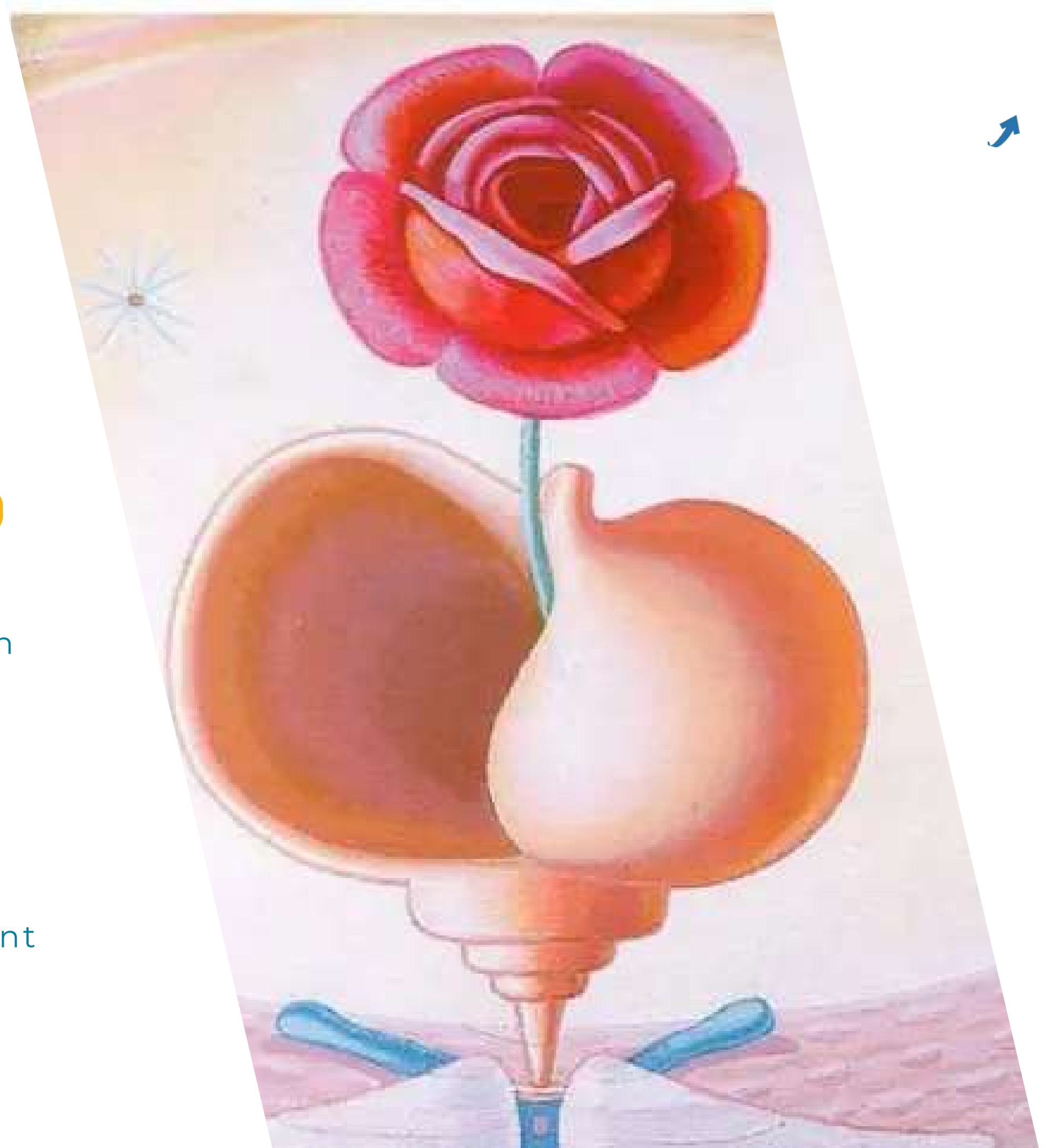
The importance of debriefing

**06**

Workshop: Design a creative wellbeing activity

## What will we explore today?

- Understand how creative expression can support wellbeing in school
- Explore storytelling as a tool for reflection, empathy, and inclusion
- Practise simple creative techniques for the classroom
- Design one activity that supports student wellbeing in their own context



# Art and emotion



## Opening reflection



Think of a song, image, film scene, object, artwork, or creative experience that has stayed with you over time.

Reflect **individually** for 2 minutes:

- What was it?
- What emotion or state of mind do you connect with it?
- Why do you think it stayed with you?

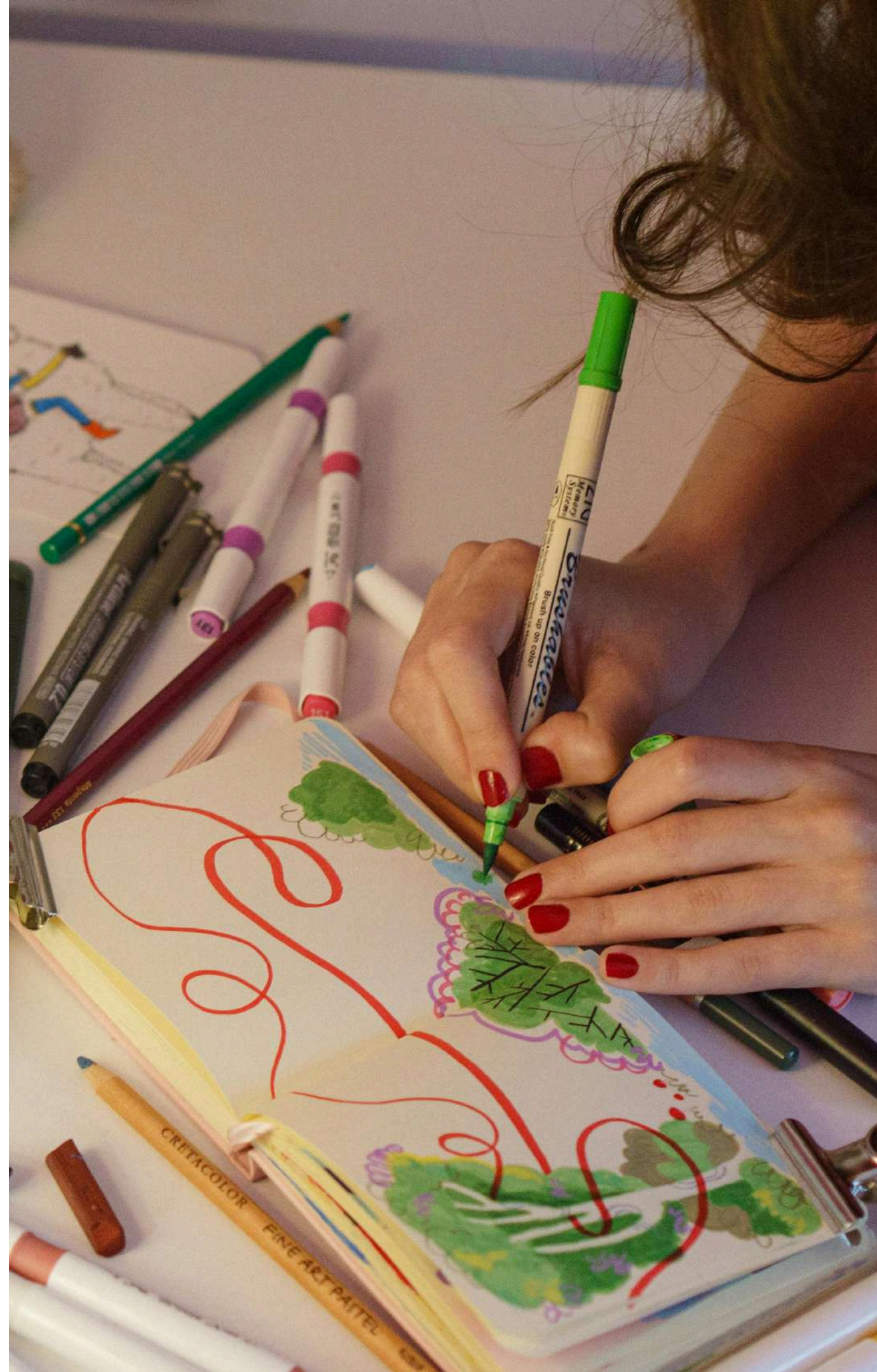
Then **share in pairs**:

- Describe the experience
- Explain what it expressed or awakened in you
- Say whether it helped you understand, release, or remember something



# Why creativity matters for Mental Health

## Some reasons



Creative expression can help students:

- Express emotions safely
- Reduce stress and emotional overload
- Build confidence and self-awareness
- Feel included without pressure to “perform”
- Connect with others through shared work



# Spaces we can create

## Examples



- Art as a classroom tool, not therapy.
- Creativity is welcome
- Emotions can be explored respectfully
- There is no single correct way of answering
- Participation is flexible
- Students can reflect without being forced to disclose

# Creative techniques that support wellbeing



## Painting music/emotions

Visually representing a song. Choose different pieces, ask them to draw what it makes them feel and then share with the rest.

## Emotions' theatre

Represent different emotions through a theatre.  
Every student can choose an emotion or we can make groups and give each group a different one.

## My emotional monster

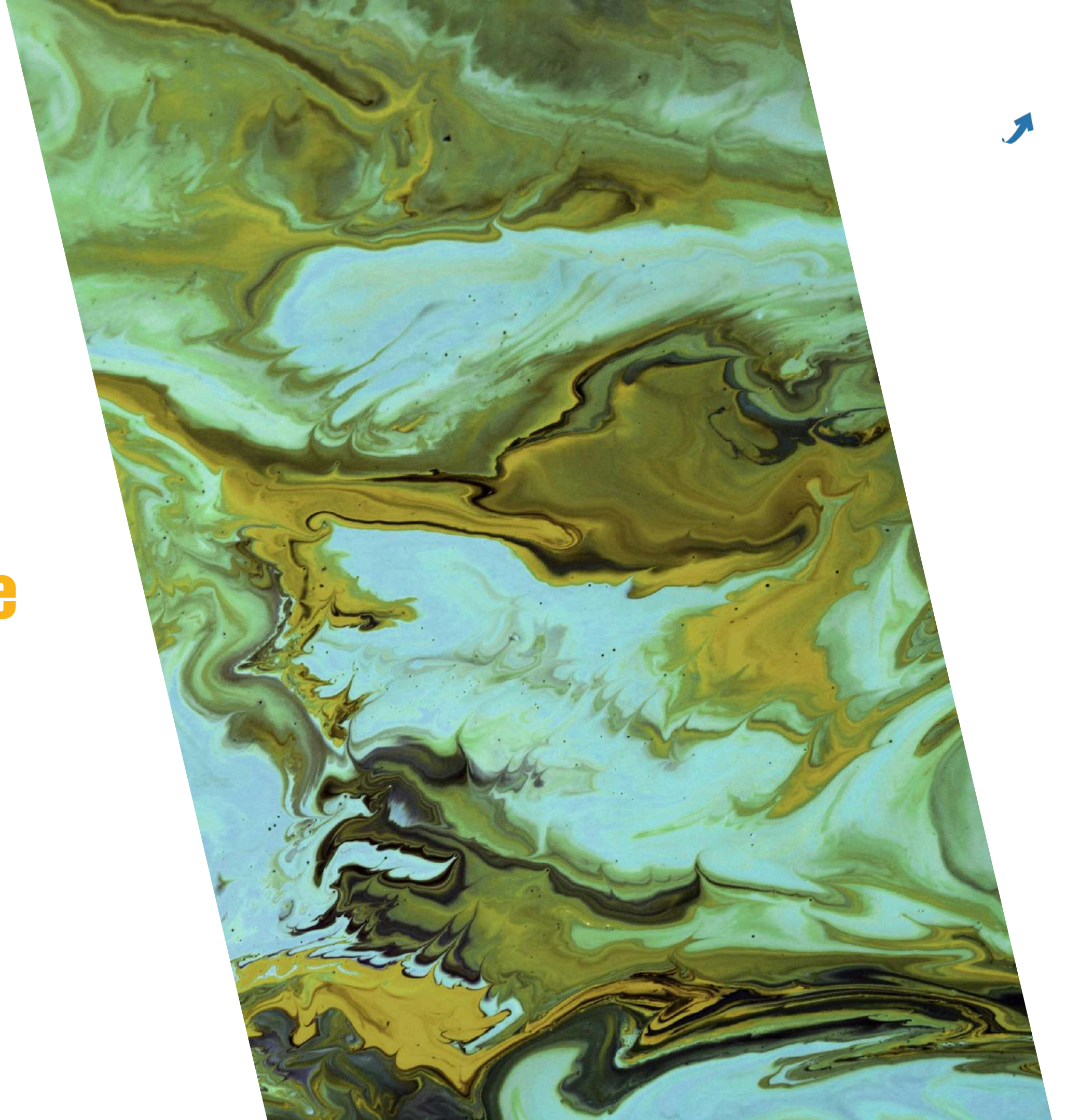
Creation of characters, drawing them or using digital tools, to express how you feel through the “monster” that talks about yourself.





## Activity: My inner landscape

- Draw your current inner landscape using colours, shapes, lines, or symbols.
- You do not need to represent anything realistically.






## Activity 2: The Wall of Feelings

- Together, you may co-create a mural that reflects the emotional needs we share in education—safety, joy, connection, calm.
- Each gesture, color, and shape adds a voice to our collective expression.
- As we build this wall, we're also building empathy, awareness, and a sense of belonging.



# Supporting a good environment for creativity

How to make creative activities safe

- 
- Offer choice
  - Avoid judging artistic quality
  - Focus on process, not product
  - Allow students to share only what they want
  - **Debrief gently** after the activity
  - Know when to follow up if something concerning appears



# Other creative activities for Mental Health

Based on this article

- 
- Reading
  - Music
  - Visual narration (films, shorts, TV series portraying Mental Health)
  - Writing (journaling)
  - Painting

# Storytelling for wellbeing

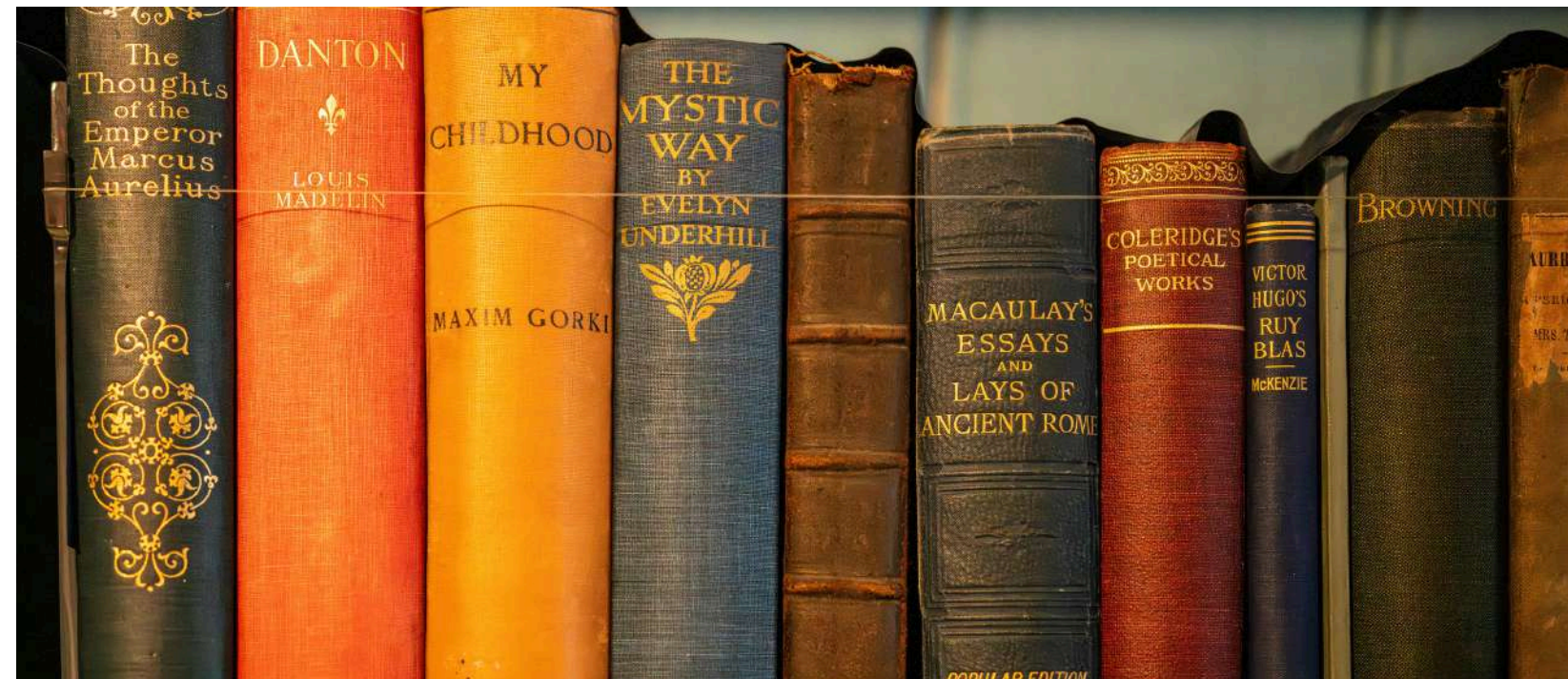
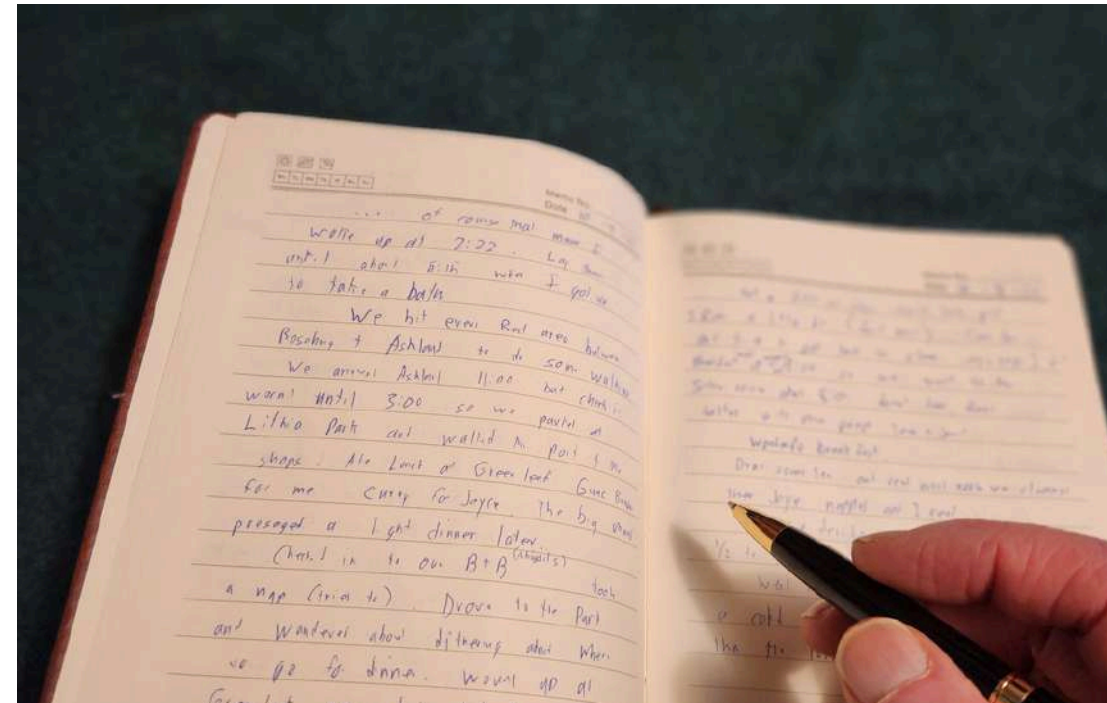
Stories can help:

- make meaning from experiences
- explore emotions at a safe distance
- understand different perspectives
- build empathy and belonging
- find language for what feels difficult

Check article [here](#)



# Therapeutical storytelling



## The Unfinished Story

Narrative as a tool for self-regulation.  
Read the following text.

“Luca arrived at school feeling tense. He had barely slept, didn’t want to talk to anyone, and felt that even small things were too much that day. In the first lesson, the teacher asked the class to work in groups, and Luca immediately thought: ‘I can’t do this’.”





## The Unfinished Story

Continue the story in groups.

Include:

- the character's emotions
- the challenge they face
- one supportive action
- one coping strategy
- an ending with some form of hope, help, or reflection

Then share your story with the group.

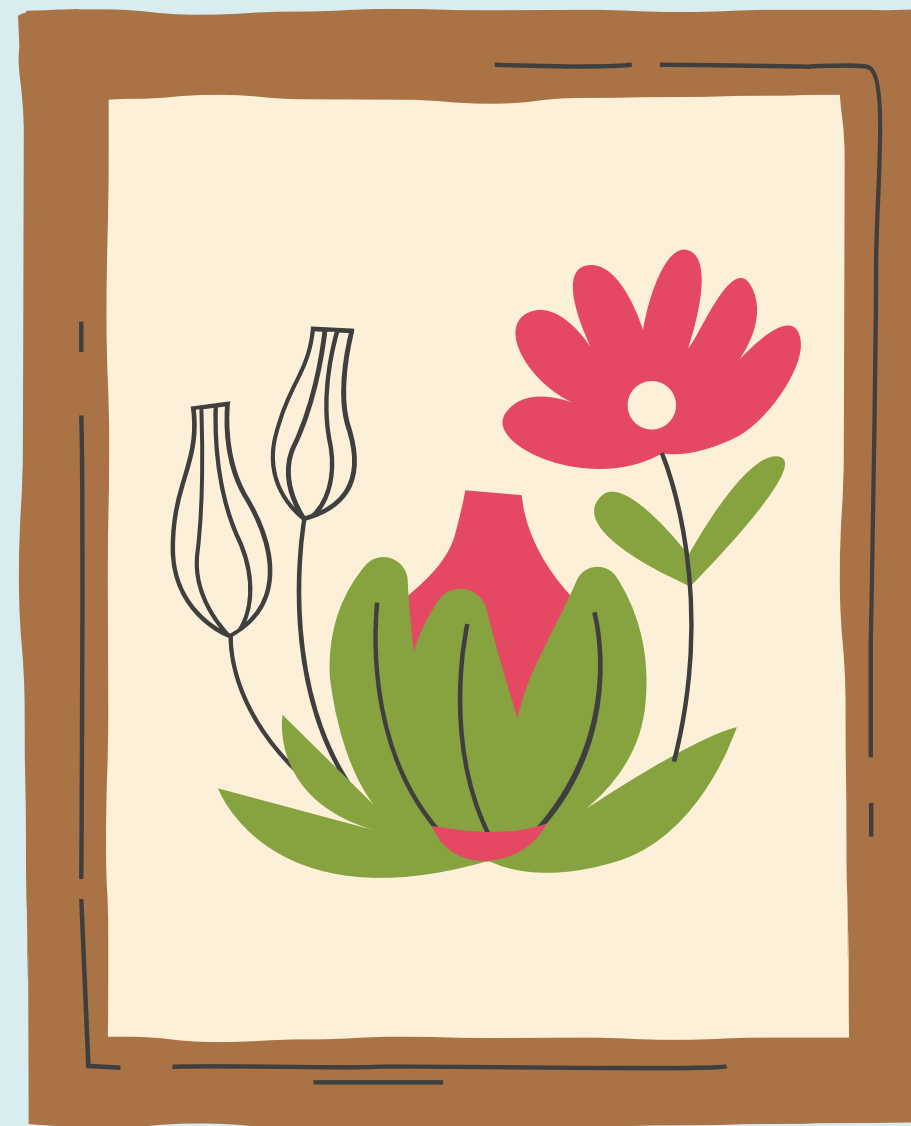




# Creative techniques teachers can use in real classrooms

More examples:

- Visual journals or emotional sketchbooks
- Music or colour to open or close a lesson
- Emotion masks
- Draw your day
- Group murals for classroom climate
- Story circles
- Image prompts for reflection





## Adapting creative work to different contexts

Consider:

- age group
- time available
- language level
- emotional safety
- classroom culture
- whether the activity is individual, pair-based, or group-based

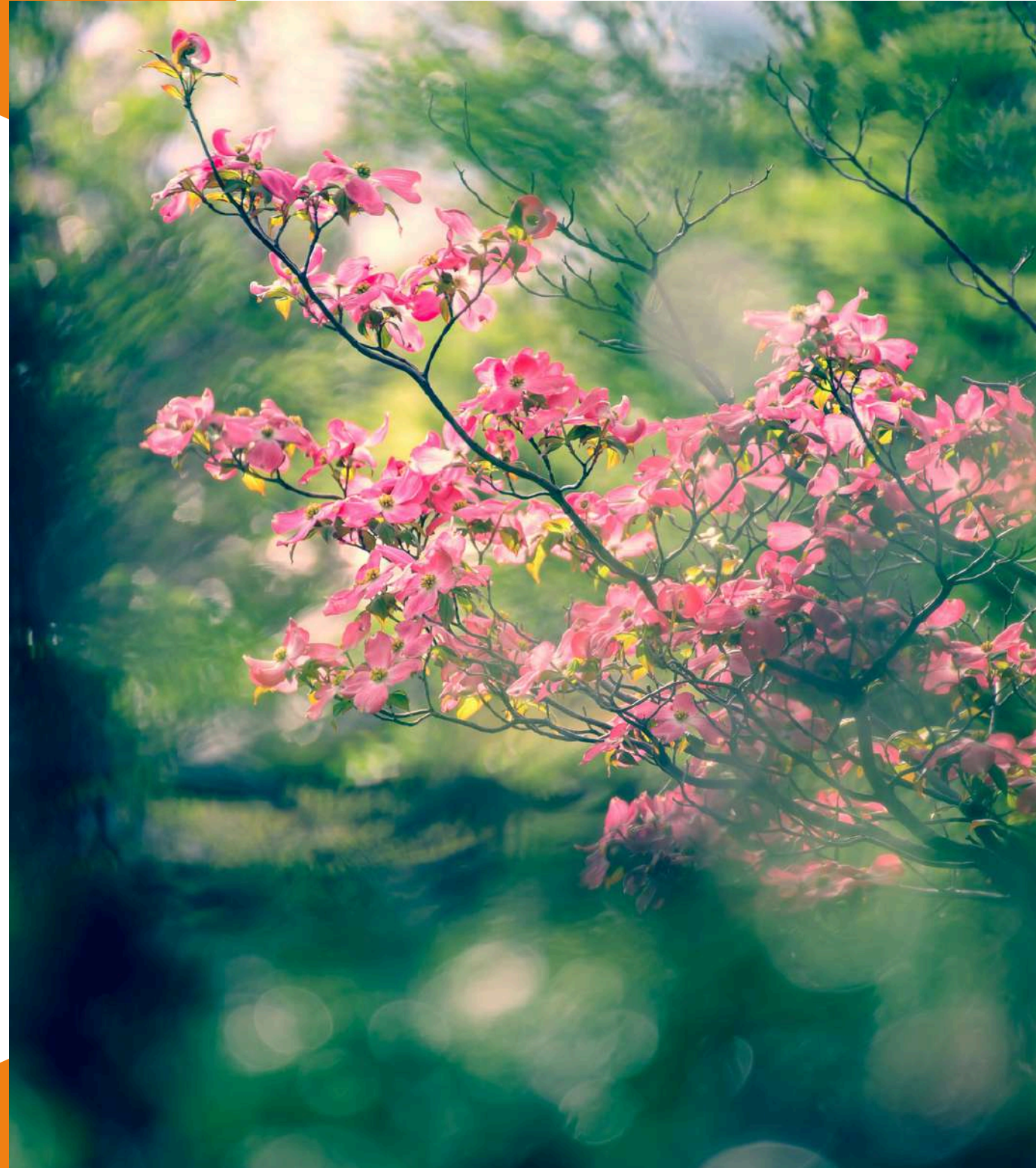


## Debriefing matters

As a class -come up together with some debriefing questions you can ask when you finish a creative activity, like:

- What surprised you?
- What did you notice about yourself?





# Workshop



## Experience, Adapt, Create

In groups, you will:

1. Experience a short creative prompt
2. Reflect on how it felt and what it made possible
3. Adapt it into a classroom activity for your context

Your final activity should include:

- title
- age group
- objective
- materials
- steps
- wellbeing focus
- safety and inclusion notes
- debrief questions

Be ready to share your idea with the group.



Thank you



# Mental Health Challenges. Block 5

Recognising common mental health issues, reducing stigma and prevention





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## Recap block 1

### Mental health issues



#### Teachers may notice signs related to:

- anxiety
- depression
- eating difficulties
- self-esteem and body image issues
- trauma-related distress
- behavioural dysregulation
- social withdrawal
- self-harm risk or suicidal talk



## Recap block 1

### Mental health issues



#### Prevention in schools includes:

- early noticing
- emotionally safe classrooms
- inclusion and belonging
- trusted adult relationships
- anti-stigma work
- emotional literacy
- clear referral pathways



# Activity 1

## What do we know about mental health?

Decide which statement is:

- True
- False
- It depends

- Mental health issues are always obvious.
- Young people with anxiety can still appear high-performing.
- Talking about mental health can reduce stigma.
- Students with mental health difficulties just need more discipline.
- Asking for help is a sign of weakness.
- Early support can prevent problems from becoming more serious.



# Activity 2

## From warning signs to supportive action

In groups of 3–4, choose one student profile:

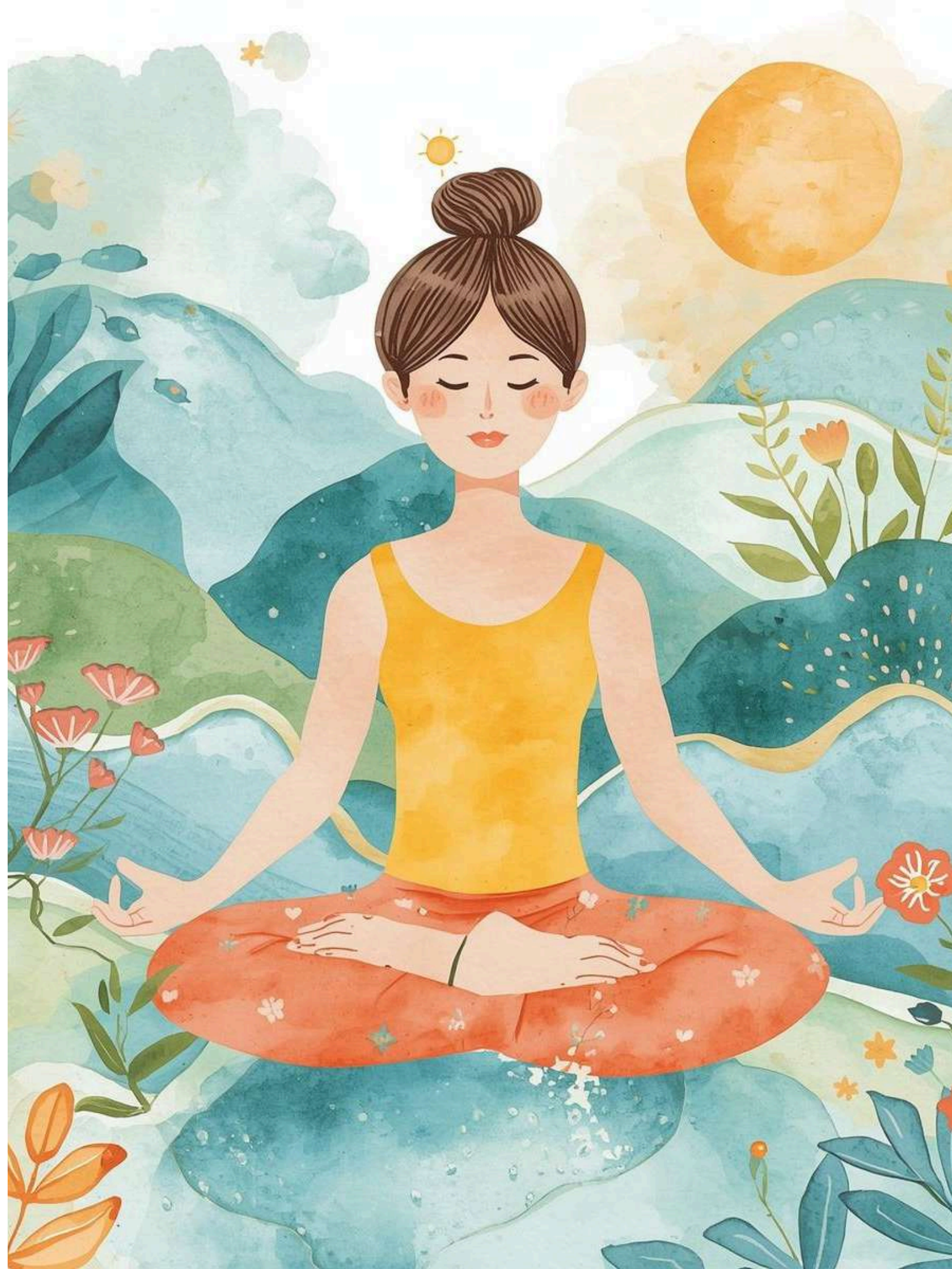
- a student who is increasingly withdrawn and absent
- a student who seems anxious, perfectionistic, and overwhelmed
- a student who is being labelled, mocked, or isolated by peers

### Discuss:

- What warning signs do you notice?
- What risk factors may be present?
- What protective factors could help?
- What should the teacher do first?
- What should the school do next?
- How can we respond without stigma?

**With our students, we can create a mini poster with:**

- **What we notice**
- **What may help**
- **What the school should do**



## How to act facing big issues

If a student talks about self-harm, hopelessness, or suicide:

- take it seriously
- stay calm
- listen without judgement
- do not minimise or moralise
- do not promise secrecy
- do not leave the student alone if risk seems immediate
- follow the school safeguarding / mental health protocol
- involve the appropriate professionals immediately



# The story of Rosi

**Rosi** is a young girl. For several months, she has been **engaged to Georg**.

The challenge she faces is a **river** that lies between **her and her fiancé**. But it is no ordinary river — it is a deep, wide river, full of hungry crocodiles.

Rosi wonders how she can cross the river. She remembers an acquaintance who **owns a boat—“let’s call him Siegfried”**. So, she goes to Siegfried and asks him to take her across. He replies, "Alright, I'll take you across **if you spend the night with me**".

Shocked by his answer, she turns to another colleague, a man named Frederick, and tells him her story. **Frederick answered: "I understand your problem, but it's your problem, not mine"**. So, Rosi decided to **go back to Siegfried** and spend the night with him. In the morning, he takes her across the river.

Her reunion with Georg was amazing but the evening before the wedding, Rosi can't hold it in any longer and tells Georg how she managed to cross the river. Georg responds: **"I would not marry you even if you were the last woman on earth"**.

So, at the end, Rosi turns to Daniel. He listened to her story and says, "Rosi, **forget Georg. I don't love you, but maybe you'd like to marry me?**" and the answer was: "Yes...".





## And now...

Bring the 5 characters in an order:

ROSI

DANIEL

GEORGE

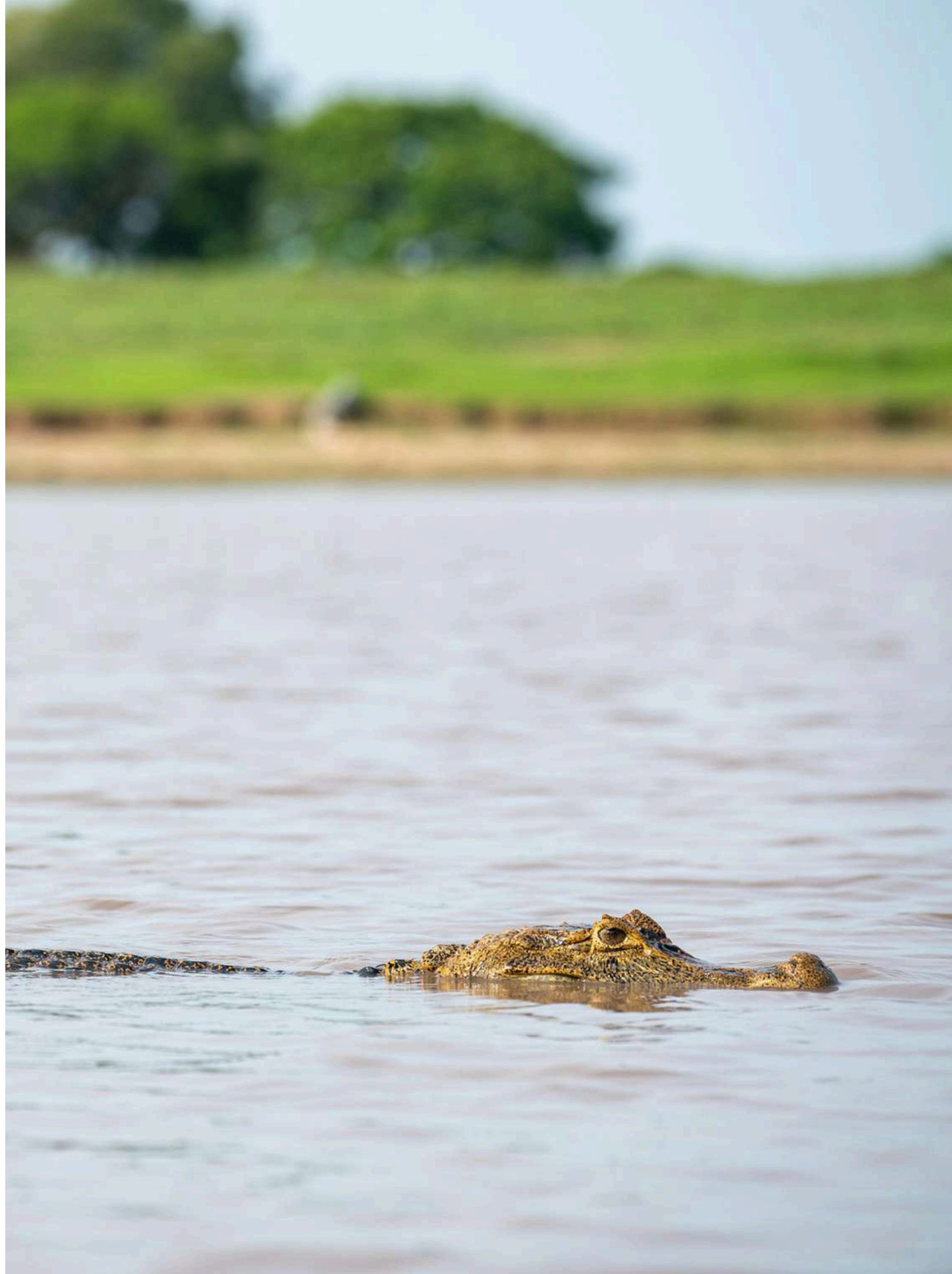
FEDERICK

SIEGFRIED

Place the person with whom you feel the closest connection in the first position. In other words, the one you feel most aligned with.

In the fifth position, place the person with whom you feel the least connection. Write down your ranking individually.

You have 5 minutes





Group 1	Group 2	Group 3

# The story of Rosi

Finally...





Thank you

