



PR3 – Best practices and learning from real-life situation

BEST PRACTICE 1
<p>1. Best Practice Owner/Author/Creator/Publisher</p> <p>Escola SaudávelMente - Order of Psychologists (Portugal)</p>
<p>Institution (if applicable): Order of Psychologists (Portugal)</p>
<p>Country: Portugal</p>
<p>Website (if applicable): www.escolasaudavelmente.pt</p>
<p>Link: https://escolasaudavelmente.pt/</p>
<p>2. Overview of Best Practice</p>
<p>Title of the activity:</p> <p><i>Escolas SaudavelMente (HealthyMinds Schools)</i></p>
<p>Type:</p> <p><i>This a seal of quality awarded by the Order of Psychologists to a school, when it complies with certain standards of quality concerning health in general and mental health in particular.</i></p>
<p>Aim of the activity:</p>

WWW.HOPE4SCHOOLS.EU



Co-funded by
the European Union

The European Union support for the production of this publication under the project HOPE4SCHOOLS 2021-1-RO01-KA220-SCH-000024401 does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This practice aims to create schools where all participants feel good, where health is considered in a comprehensive way and where mental health is perceived as essential. The School Psychological Health politics must be coherent and integrated; furthermore, the approach is centred in the collaboration with the families and the community, in the accessibility, in the quality and the adaptation to the needs of all types of people.

A “Saudávelmente” (healthy) school offers a safe environment for students to learn, play and grow healthily and happily. It is also a healthy and pleasant workplace teachers and other staff.

Target audience (beneficiaries):

This practice is aimed at everybody involved at schools: students, teachers, other staff and parents.

Short introduction:

Psychological/Mental health is an important part of our global health. It is defined by the OMS as a well-being state that allows people to fulfil their potential and capacities, which enable them to deal with the normal stresses and problems of life, working productively and contributing to society.

Considering this, and the fact that mental health problems have been increasing among children and teenagers, it is of the utmost importance that schools become a safe and healthy environment. Furthermore, psychological health is directly related to quality education and pervades all dimensions of the educational process, from the management of the school to the curriculum and teaching methodologies, as well as the training of staff.

Methodological Approach:

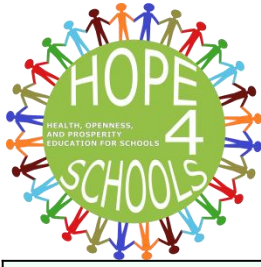
In order to get this seal of quality, a school must fill out an application, where all school policies concerning health, mental health and well-being are explained and explored. The school must gather all the actions that take place in it related to the topic and and show a good degree of coherence in the regular promotion of activities, whose aim is to improve health in general and well-being at school.

WWW.HOPE4SCHOOLS.EU



**Co-funded by
the European Union**

The European Union support for the production of this publication under the project HOPE4SCHOOLS 2021-1-RO01-KA220-SCH-000024401 does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



It seems self-evident that a child that feels good at school is more open to learning and more willing to cooperate with others. Hence, the importance of promoting and encouraging all actions targeting health, mental health and well-being.

In our particular school, AEJE, many school programmes have been relevant in doing so - Project Education for Health; Schools Sports; Newspaper Club; different Erasmus+ Projects; Psychology and Orientation Services, among others. Other improvements in management were also made, as far as timetables and work life balance are concerned. The school also provides face to face training for parents whenever it is asked for or when it is organised by the Parents Association. With the articulation of all these actions, children are expected to develop in a healthy way both physically and mentally; bullying and violence in the school context diminish; difficulties in learning and indiscipline reduce, as well as behaviour problems; youngsters adopt healthy lifestyles; commitment with school increases and problems like absenteeism decrease; there is a palpable increase in the children's and their families' well-being.

This road has been being built in the last few years in Portugal (and in AEJE) and has gained importance during and after the pandemic period, as people realised that mental health and well-being have a huge impact in the teaching and learning processes.

Resources needed:

As it is not a specific activity, no resources in particular are necessary.

In order to get this seal of quality, the school must unite and work towards the specific goal of improving health and mental health. All actors within the teaching process must be involved and willing to participate, which is not always easy. There must be articulation between the actions, and everybody within the school must be aware of the importance of fostering health and mental health. Only then can one expect to be able to work towards a "Healthy School".

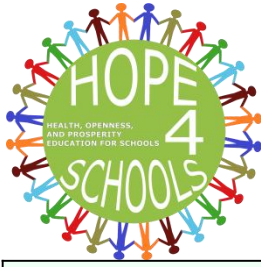
Many schools in Portugal managed to get this seal, but many others didn't, perhaps because in some of these schools mental health and well-being are still not a priority or because management and/or

WWW.HOPE4SCHOOLS.EU



**Co-funded by
the European Union**

The European Union support for the production of this publication under the project HOPE4SCHOOLS 2021-1-RO01-KA220-SCH-000024401 does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



teachers don't see it as the condition without which effective learning is impossible.

Impact:

In our school specifically, the seal has had a great impact. In the first place, it made everybody start thinking about this topic and made the different people responsible for the different actions, clubs and projects involved start working together as one team.

Mental Health became a recurrent issue addressed in Citizenship classes and one that students especially like to deal with, particularly after the pandemic period.

Lessons learned/Tips & recommendations:

The first lesson that we, at AEJE, have learned is that it is not possible to work alone and that it is fundamental to involve all actors in the process. In order to get the seal and have a school that is proactive in the defence of their children's well-being, health and mental health both teachers and students, with the help of the other staff and parents, must be convinced that this is a goal worth working for.

The second lesson was that we can't do everything in just a school year. Small steps must be taken first. Teachers must be involved. The topics that are important for students must be discussed and the school management must also be open to suggestions, especially in what work life balance is concerned.

Conclusion:

A lot of work is necessary to get to know your school "intimately"; gathering all the information so that the seal can be awarded can also be challenging.

However, if you manage it, you get a better picture of what is going on in your organisation; of what is being done in order to foster health and well-being; of how the different actions can be articulated and ultimately whose help you might need in order to improve what already is being done.

WWW.HOPE4SCHOOLS.EU



**Co-funded by
the European Union**

The European Union support for the production of this publication under the project HOPE4SCHOOLS 2021-1-RO01-KA220-SCH-000024401 does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



BEST PRACTICE 2

1. Best Practice Owner/Author/Creator/Publisher

Erasmus+ Project TABASCO

Institution (if applicable): TABASCO Consortium

Country: Portugal/ Netherlands/ Bulgaria/ Italy/ Poland/ Romania

Website (if applicable): tabasco-erasmus.eu

Link: <https://www.tabasco-erasmus.eu/>

2. Overview of Best Practice

Title of the activity:

TABASCO - A Targeted Anti-Bullying Approach in Schools by Campaigning and Organizing

Type:

This a method that can be used to approach and deal with bullying and other issues that arise from using social media.

Aim of the activity:

The project (TABASCO) aims to:

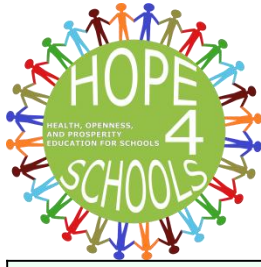
- inform and train kids (age 9-19), teachers, parents on how to use the internet responsibly and how interactions online can be safe and fair;*
- provide practical tools for teaching conscious and cautious use of social media, to prevent the risks of*

WWW.HOPE4SCHOOLS.EU



Co-funded by
the European Union

The European Union support for the production of this publication under the project HOPE4SCHOOLS 2021-1-RO01-KA220-SCH-000024401 does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



privacy breaches, empowering youngsters to fight cyber-bullying, stalking and other forms of online harassment;

- prepare youngsters to use the internet responsibly by pointing at the necessary balance between freedom of expression and respecting one another;

- increase the understanding of youngsters on how privacy violation online happens, how their privacy and their virtual identity can be protected, and (legal) consequences of violations;

- promote a youth movement of kids sharing experiences, informing each other, telling stories, raising awareness and reporting any inappropriate and unlawful behaviour or content to anti-bullying platforms, some of which already exist.

The most important aim is up-scaling the project to a Tabasco Campaign, focusing on the local communities, where the kids go to school. The Campaign will be a youth movement: kids will think and decide about actions, supported by teachers and parents. These actions can include: planning and organising events, writing and designing information materials, sharing experiences in school meetings, to which they will invite peers from other schools and local sports clubs. When youngsters run the Campaign, the process will result in empowerment and strong learning achievements.

Target audience (beneficiaries):

This best practice targets students in particular, with the help of teachers. Nevertheless, parents and other people can also be involved.

Short introduction:

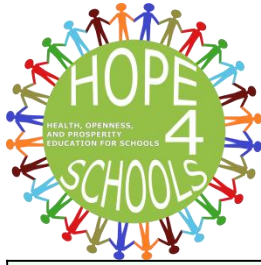
As life and teaching moves to the online world, so does personal integrity. This issue was even more prominent during the COVID-19 pandemic, when online education replaced classroom teaching and youngsters spent their learning time online, increasing the risk of encountering cyber-bullying. With the adoption of the Universal Declaration of Human Rights, the rights and freedoms of individuals were clearly stated. As people massively turn to the Internet, the rights of the individual should be respected online and off-line. The challenge is to guarantee the safety of kids and to promote fairness

WWW.HOPE4SCHOOLS.EU



**Co-funded by
the European Union**

The European Union support for the production of this publication under the project HOPE4SCHOOLS 2021-1-RO01-KA220-SCH-000024401 does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



in interactions online, especially when the preliminary research for this project showed that most young people (but also parents and teachers) are aware that the use of social media can cause risks, many lack understanding of the nature of these risks: how is privacy undermined and could this have legal consequences?

Methodological Approach:

The key factor of this methodology is to actually involve the students in all aspects of the work to be developed. By accessing the project website, we can obtain information on how to use the internet in a safe way and many suggestions for parents and educators. There are also stories, videos and webquests that can be used to address different issues and in different classes/ subjects.

However, the main aim of the project is to make youngsters act on problems they feel affect them, by organising themselves (with the help of teachers) and producing an awareness campaign that is meaningful to them. By using the cross media platform separator (there is need to register) on the site of the project, a school, a class, or simply a group of students can start organising itself and creating a schedule for different activities or steps to be followed in promoting a Campaign, as well as interact with other groups that have already been created. The platform can be used to communicate with other users, exchange ideas and see what has been done in other places. It also has tools that enable students to produce their own videos for the issues they feel should be addressed.

In Portugal, in AEJE, this methodology was put in place in Citizenship classes and many actions were developed in a Campaign against bullying at school.

Resources needed:

Computer and internet access.

Impact:

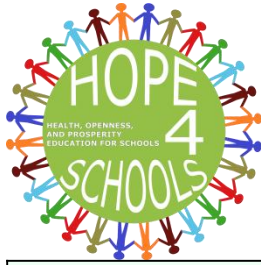
The impact can be extremely positive when we have a whole community working towards the same goal. This project was implemented in schools from the different countries of the consortium and

WWW.HOPE4SCHOOLS.EU



**Co-funded by
the European Union**

The European Union support for the production of this publication under the project HOPE4SCHOOLS 2021-1-RO01-KA220-SCH-000024401 does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



awareness campaigns were produced. Both students and teachers were involved. The campaigns were directly aimed at the public they were meant for as they were thought by and developed for that specific community/ school/ country.

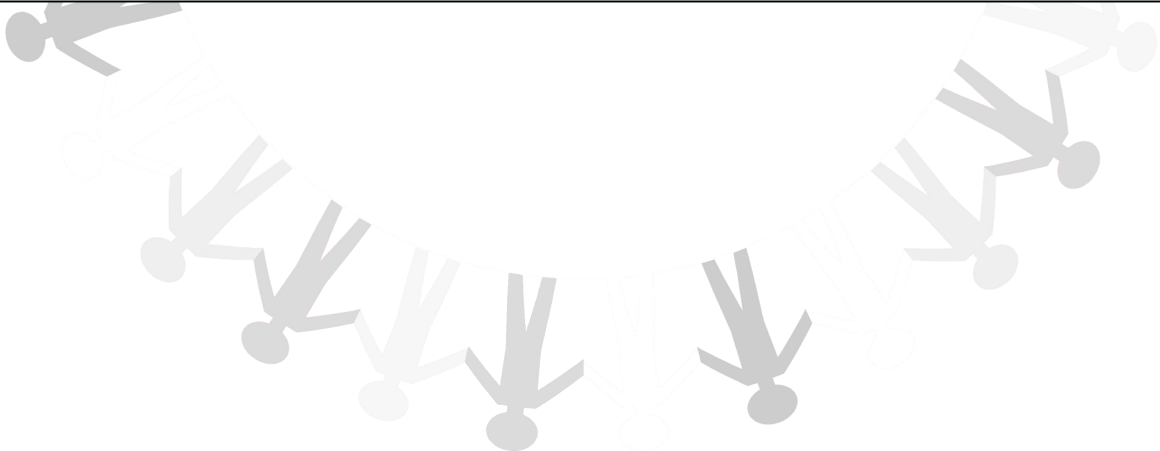
Lessons learned/Tips & recommendations:

The first lesson is that, when given the chance, students are extremely active in defending what they perceive as fair and want to debate and participate and be included in the organisation of Campaigns, so engagement is very positive.

However, initially (the partners of the consortium reported) youngsters demonstrated very different ideas of what would be acceptable online and what bullying was. Therefore, before starting any campaign, serious work should be done in exploring the first four objectives of the project, mentioned in this document within the “aims of the activity”.

Conclusion:

Youngsters have an active role in the campaigns, providing their contribution and starting building a youth movement. Young people are in the front-line, when the strategy is formulated and the course and tools of the campaign are chosen.



WWW.HOPE4SCHOOLS.EU



**Co-funded by
the European Union**

The European Union support for the production of this publication under the project HOPE4SCHOOLS 2021-1-RO01-KA220-SCH-000024401 does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.