

More than 50 schools have been accessing the program so far, most of them several times.	
Other information	Website <a href="http://hugarafli.is/gedfraedslan/">http://hugarafli.is/gedfraedslan/</a> Available in Icelandic.
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## vii. Shock help - Menntaskólinn Hamrahlið - Iceland

Organisation	 <p>Hamrahlið High School</p>
Location and timing of practice	The practice takes place in Reykjavik, Iceland and started in 2012.
Title	Shock help
<p><b>Objective:</b></p> <p>The role of the shock help service is, among other things, to provide assistance to students in the event of a shock or trauma, especially those that may happen within the school and affect large numbers of students (e.g. a student suicide, a serious accident happening at school that was witnessed by many students).</p>	
<p><b>Detailed content:</b></p> <p>Within the school there is an active shock intervention council, which consists of a department manager, study and career counsellor, office manager and two teachers.</p> <p>The actions taken by the team consist of:</p> <ol style="list-style-type: none"> <li>1. Psychological first aid -includes being with the individual, being present and helping them answer grounding questions. The person who suffered the shock needs to be able to talk about their experience and someone needs to listen.</li> <li>2. Providing information and education -Those who suffer a shock need to be informed of what symptoms they may experience following the shock, both mental, physical and social. Depending on the case, this can be approached individually or in the group that was affected.</li> </ol>	



3. Emotional ventilation – those affected by the trauma get the chance to express their feelings about it.
4. Emotional processing -The purpose of this evaluation is to work out their feelings by sharing their thoughts and feelings and receive instruction on the normal response to shock.
5. Activation of trauma support system -the support of relatives, friends or other close relatives is essential to those who are affected. They can be invited to meetings and a support discussion or the making of a support plan can be facilitated by the trauma team.

Risk Assessment and Follow-Up -in the aftermath of the shock, students are often home during the first few days. The school assists students in returning to school after a shock, for example by being in contact with relatives.

### What makes it a good/best practice?

It is a good practice because it relies on the above-mentioned steps, which can make it transferable to other schools. Another strength of the practice is that it involves a multidisciplinary team.

#### Contact

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### viii. Didactic of emotions- Italy

<p>Organisation</p>	<p>Eumoschool</p>  <p>EUMOSCHOOL</p>
<p>Location and timing of practice</p>	<p>The practice took place in Palermo, Italy between 2015 and 2018.</p>
<p>Title</p>	<p>Didactic of emotions</p>
<p><b>Objective:</b></p> <p>The objective of the practice is to implement an innovative methodology as part of a new module on emotional education within school environments in order to improve the emotional wellbeing and transversal competencies of <b>students (aged 16 to 20)</b> while supporting the</p>	

