

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

Bóas Valdórsson – School psychologist

boas@mh.is

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>Objective:</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 students (aged 16 to 20) while supporting the</p>	



professional development of **teachers and pedagogical staff**.

Detailed content:

Based on the Italian education methodology “[Didattica delle Emozioni](#)”© (Didactic of Emotions, DoE), the practice promotes a holistic approach to mental health at school, enabling students to recognise, express and manage their mental distress. The goal is to create a positive environment where potential risks and situations likely to lead to discomfort and stress are reduced and avoided. It is an early prevention practice and is based on the assumption that acknowledging emotions constitute an excellent protective factor.

During daily lessons, teachers can take advantage of a set of different techniques to help students become aware of their internal life, and get to know the mental condition of their classmates, developing self-awareness and stimulating empathy. The practice is also meant to timely identify risk factors associated with the mental health of young students, and eventually plan adequate interventions with the involvement of the family and the support of a psychologist.

The impact evaluation of these techniques is carried out through the following tools:

- 3 meetings with teachers (pre-, mid-, post-), assessing the impact of their experience in implementing the DoE techniques in school thanks to the usage of questionnaires and focus groups;
- Assessment tools to measure the key competences of students administered before and after the implementation;
- Psychometric tests – as SEDS – to measure the students’ behavioural and emotional quotient (administered before and after the DoE implementation);
- Observation tools to support teachers in planning the techniques within their lessons’ flow.

These tools allow teachers to gather practical information on how the techniques work, how the students react to each of them, and what difficulties they face.

Evaluation of results:

Not having the whole teaching staff actively involved acts as a major barrier to the effective implementation of the project, together with the reluctance of the class and high level of diversity characterising the learning environment. In addition, not all teachers were willing to go the extra mile, focusing more on completing just their daily tasks and complying with the school curriculum objectives.

Nonetheless, almost all the teachers agreed Emotional Education should be integrated into existing school curricula, with dedicated time for interventions.

In terms of transferability, the practice has proved to be extensively replicable as it has been already implemented in other 5 European countries.

What makes it a good/best practice?



The school is the first institution in the area that integrated Emotional Education into the existing curriculum, providing a concrete and replicable example of mental health inclusion promotion in the education system.

The innovative governance adopted allowed the involvement of the whole hierarchy axis of the institution (teachers, students, school council). Moreover, the set-up of a self-learning [Open Education Resource \(OER\)](#) accessible via Moodle for teachers to learn how to plan and implement interventions enabled them to tailor activities to the specific needs of students in terms of management and expression of their emotions. Eventually, the practice capitalised on the available funding opportunities Initiative under the Erasmus+ programme, facilitating exchange of experiences between partner organisations.

In terms of numbers reached, a total of 6 teachers with very different background applied the methodology described, reaching out to 65 students in 2018.

As a result of the implementation of the practice, the number of conflicts within the classes significantly dropped while the emotional, relational and behavioural competencies of young students targeted increased. Eventually, the format meets the guiding rules recommended by the World Health Organization.

<p>Other information</p>	<p>Website: https://eumoschool.eu Social media: - Facebook - Twitter</p> <p>The project was disseminated through a brochure, newsletter and through articles. Available in Italian, English, German, Turkish, Romanian and Hungarian.</p>
<p>Contact</p>	<p>Vitalba Valenti vitalba@libero.it</p>