

Activity: I choose to say "No"

Objectives: to experience the "pressure" experienced in a group. To stimulate individual thinking in comparison with collective thinking.

Implementation method: ask children to imagine some episodes in which it might be difficult to reject a "wrong" proposal. Use the role-playing technique to enact the situation chosen by the group from among those proposed. Try to direct the work to an episode that has to do with transgression (e.g., " your friends propose to smoke a cigarette. Try to refuse.")

At the end of the exercise stimulate group reflection, involving both actors and observers of the sketch.

Elements to bring out: How does it feel to say no? Is it difficult? Why? How did others react? What was the consequence of that rejection?

Activity: Thoughts in a cage

Objectives: recognize the "mind-sets" associated with certain social groups. To raise awareness with respect to the fact that prejudices and stereotypes are rigid categories that fail to capture the richness of reality and do not take into account individual differences.

Materials needed: poster and markers.

Implementation Method: on a poster identify a list of social groups (e.g. teachers, doctors, priests, parents, drug addicts, thieves...). At this point the children say (brainstorm) all the words they associate with the various categories (one at a time) immediately, without thinking much about it. This is followed by group discussion in which the prejudices and fixed ideas associated with the various groups are unmasked. The poster can at this point be resumed and enriched with new words that deviate from the patterns that have emerged (e.g., "Just all parents are...?" "How else could they be?" "Do you know any parents who are not...?" "How are they instead?").

Elements to bring out: reflections stimulated by the game concern the rigidity of certain ideas or opinions, the risks inherent in this labeling, the importance of being able to look beyond categories and see people in their individuality and uniqueness, and the ability and desire to accept others.

Practical and downloadable resources:

1. Basic information about COVID-19 and pandemic
2. Promote sociability in children
3. Maintain a school routine and manage homework
4. Get closer, reflect and learn by listening together
5. Manage the time spent in front of the tv, with videogames and other digital tools
6. Continue to stimulate language in the little ones
7. Send away fear and regulate anxiety
8. Manage and regulate anger
9. Deal with sadness
10. Wellcome and amplify happiness
11. Stimulate physical activity in children
12. Teach children to live moment by moment

<https://prowell-project.com/topics/practical-and-downloadable-resources/>

Please choose the correct answer:

What is mental health?

- a. A state of physical wellbeing.
- b. **The result of a complex interaction between bio-psycho-social components**
- c. A state of mental wellbeing.
- d. A state of mental breakdown.

Please choose the correct answer:

From the perspective of promoting inclusiveness it is fundamental:

- a. **To allow each student to try as long as his or her ability permits**
- b. To encourage students to keep trying
- c. To not encourage students to keep trying

Please choose the correct answer:

What is distress?

- a. **When the stressful situation requires an effort of adaptation beyond the individual's perceived abilities.**
- b. Stress that allows the activation of adaptive functions with respect to the problem.
- c. When the stressful situation requires an adaptive effort less than the individual's perceived possibilities.
- d. When the stressful situation does not require an adaptive effort greater than the individual's perceived possibilities.

Please choose the correct answer:

During the online distance learning lessons it is fundamental that educators and teachers:

- a. **To continue to connect what is explained in distance lessons with real-world implications.**
- b. To limit themselves to the explanation of the theoretical lesson
- c. To not connect what is explained in distance lessons with implications to the real world

Please choose the correct answer:

According to WHO, what is well-being?

- a. A state of absence of organic disease
- b. **A condition in which the individual is in good mental and physical health with good social/relational adjustment**
- c. Living in an economically wealthy condition
- d. Having no psychiatric problems

Why can adult-child attunement be seen as "an activity" for promoting the well-being of young children?

- a. **because it promotes the development of children's emotional regulation skills essential for psychological well-being**
- b. because it allows the adult not to get angry
- c. because it promotes the child's sociality
- d. because it excludes the possibility of children developing psychiatric disorders

According to WHO what are life skills?

- a. Problem solving skills.
- b. Adaptive and positive behavior skills that enable individuals to deal effectively with the demands and challenges of daily life.**
- c. Stress coping skills
- d. All of the above

Please choose the correct answer:

The school's role in supporting and promoting mental health and wellbeing can be summarised as:

- a. Prevention, Identification, Early support and Access to specialist support.**
- b. Prevention, Identification and Access to specialist support.
- c. Prevention, Access to Psychotherapy, Identification and Mindfulness.
- d. Mindfulness, Prevention, Early support and Access to specialist support.

Please choose the correct answer:

Teachers and schools are sources of support for the development of what kind of coping strategies?

- a. Emotional support, instrumental support, informational support, affiliative support, and membership support.**
- b. Emotional support, economic support, informational support, affiliative support and membership support.
- c. Emotional support, instrumental, logistic support, affiliative support and membership support.
- d. Emotional support, cognitive support, informational support, affiliative support and membership support.

