



Supporting teachers and youth workers to promote
and protect Youth Mental Health at School

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**PR1: Training Curriculum on Youth Mental Health
promotion and protection at School through life-skills
approach**



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Greece	Kinonikes Sineteristikes Drastiriotites Efpathon Omadon
Spain	Instituto para el Fomento del Desarrollo y de la Formación
Spain	Asociación La Bien Pagà
Turkey	Government of Istanbul
Greece	IASIS
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Ireland	Innoquality Systems

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1. Introduction

YAMH is an Erasmus+ project which aims to support School Teachers and Youth Workers to promote and protect Youth Mental Health through the innovative Life Skills Approach, endorsed by the WHO, to:

- Raise awareness of key mental health issues and disorder's early signs (mechanism of mental illness, prevalence, onset age, risk factors, treatability, and possibility of recovery)
- Combat the stigma of mental health disorders through the enhancement of help-seeking
- Contribute to building up resilience at schools addressing (a) social and interpersonal skills (communication, refusal skills, assertiveness, and empathy), (b) cognitive skills (decision making, critical thinking and self-evaluation) and (c) emotional coping skills (stress management, anger management and self-control).

In order to achieve the aim, seven partners from four different countries with expertise in mental health, youth and developing ICT based tools will design and implement the following outputs during the lifetime of the project:

- A structured set of competencies based on EU standards and methods in Youth Mental Health (YMH) promotion and protection at School through the life-skills approach (PR1 ECVET Curriculum).
- An ICT-based educational instrument to upskill School Teachers and Youth Workers in YMH promotion and protection, including an Online Digital Database, Theoretical and Pedagogical Basis and a Blended learning course (PR2 Online Platform).
- A Policy set of recommendations to facilitate transferability and replicability of the project results in intermediaries and organizations working in the area (PR3 Guidelines and recommendations).

Partners will put their expertise into creating all the products, starting with the Training Curriculum, that will support **Teachers and Youth Workers** in their **Youth Mental Health Promotion and Protection** at a national and European level.

2. Training Curriculum

Based on a learning outcomes-oriented approach which aligns with EQF and ECVET methodologies and tools, the YAMH Training Curriculum will support School Teachers and Youth Workers to promote and protect Youth Mental Health through the innovative Life Skills Approach.

To do so, the partnership has worked on the following items to achieve the Training Curriculum:

- **Setting up of the Theoretical Framework** analysing European and National Qualification Frameworks.
- **Defining the Competence Framework and creating the Learning Units.**
- **Developing the Learning Outcomes** expressed in terms of Knowledge, Skills and Responsibility and Autonomy.

The Training Curriculum is an Open Educational Resource (OER) available in English and all the languages of the consortium and is accessible through the project website.

Description of the elements included in the Learning Outcomes

Aim

Overall description of the purpose, intention, or objective of the Unit.

Learning Outcomes

- **Knowledge:** Collection of facts, principles, theories, and practices related to the field of studies or professional activity.
- **Skills:** Ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and the use of methods, materials, tools and instruments).

- **Responsibility and Autonomy:** Ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility.

Please, keep in mind that YAMH Training Curriculum is aimed at **EQF level 5**

Qualification level	Knowledge	Skills	Responsibility and Autonomy
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

Also, keep in mind that **each unit corresponds to 1 ECVET point and each ECVET point is set to 25 hours of blended learning** (contact, hands-on practice, autonomous studying, and assessment).

3. Units of Learning Outcomes (U)

Dimension 1: Addressing mental Health issues in school

U1. Identifying common mental health issues and early signs

U2. How to address mental Health issues in school education and youth work contexts

Dimension 2: Building up mental Health resilience in schools

U3. Introduction to the World Health Organisation Life Skills Approach

U4. Applying the Life Skills Approach in schools

Unit 1: Identifying common mental health issues and early signs

AIM

This Unit aims to identify common mental health issues, early signs, and interpretation of them. This unit includes raising awareness of key mental health issues as well as the mechanism, prevalence, onset age, risk factors, treatability, and the possibility of recovery of the mental health issues.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

- Contact: 15
- Hands-on practice: 3
- Autonomous studying: 5
- Assessment: 2

LEARNING OUTCOMES

Upon completion of this Unit, the adult educator will be able to...

<p>Knowledge</p>	<p>K1. Have knowledge of the kinds of common mental health issues/disorders and recognize the characteristics of them.</p> <p>K2. Describe the early signs of common mental health issues/disorders and label them.</p> <p>K3. Explain the mechanism and the risk/recovery factors (prevalence, onset age, and possibility of recovery) according to each kind of mental health issue/disorder.</p>	<p>Skills</p> <p>S1. Categorize and classify the different types of mental health issues/disorders and express their causes.</p> <p>S2. Recognize the very first signs of mental health issues/disorders and emphasize the importance of treatment strategies.</p> <p>S3. Analyze the mechanism and the risk/recovery factors of mental health issues/disorders (family/relationship conflicts, legal/financial problems, social isolation, substance use, etc.).</p>	<p>Responsibility and Autonomy</p> <p>RA1. Guide a team about the types of mental health issues/disorders and their causes.</p> <p>RA2. Demonstrate to peers/superiors the work processes of observing and identifying the early signs of mental health issues/disorders to ensure an early response.</p> <p>RA3. Assume responsibility deciphering the mechanism and the possible risks of common mental health issues/disorders, leading to an appropriate treatment strategy.</p>
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Unit 2. How to address mental Health issues in school education and youth work contexts

AIM

This Unit aims to identifying best supportive practices to address particularly vulnerable cases, to communicate to parents the possible need of professional intervention in their child's mental health, to enhance help-seeking, to combat stigma and, to boost community well-being.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

- Contact: 7
- Hands-on practice: 8
- Autonomous studying: 8
- Assessment: 2

LEARNING OUTCOMES

Upon completion of this Unit, the adult educator will be able to...

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p> <p>K1. Be familiar with the diagnosable mental health disorders that can show early signs or be prevalent in students at school and/or youth worker contexts.</p> <p>K2. Determine the reasons that prevent youth in your educational context to seek support with their mental health.</p> <p>K3. Define collective and individual adolescent mental health goals and strategies with the educational community including parents.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Skills</p> <p>S1. Compile the necessary information to combat stigma associated to mental health disorders in order to boost the overall educational community well-being.</p> <p>S2. Identifying best supportive practices to address particularly vulnerable cases.</p> <p>S3. Enable effective communication with the adolescents' parents in relation with their child's mental health and the possible need of professional intervention.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Responsibility and Autonomy</p> <p>RA1. Raise awareness about the stigma associated to mental health disorders and how this stigma diminishes the overall educational community well-being.</p> <p>RA2. Assume responsibility in enhancing help-seeking among the educational community to protect and promote youth mental health.</p> <p>RA3. Support adolescents' parents with their child's mental health and the possible need of professional intervention.</p>
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Unit 3: Introduction to the World Health Organisation life-skills approach

AIMS

This Unit aims to becoming acquaintance with the WHO approach and how this approach can be used to promote or strengthen health and well-being.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 7

Hands-on practice: 8

Autonomous studying: 8

Assessment: 2

LEARNING OUTCOMES

Upon completion of this Unit, the adult educator will be able to...

<p style="text-align: center;">Knowledge</p> <p>K1 Describe the Life Skills Educational Approach for children and adolescents in schools.</p> <p>K2. Recognise the benefits of the Life Skills Approach to promote and strengthen youth mental health and well-being.</p> <p>K3. Describe the teaching methodology of the Life skills Approach and its benefits for the promotion and strengthening of youth mental health in schools.</p>	<p style="text-align: center;">Skills</p> <p>S1. Analyse the programme development process of the Life Skills Approach in schools.</p> <p>S2. Justify why the Life Skills Approach should be used in schools to promote and strengthen mental health and well-being.</p> <p>S3. Outline how a Life Skills programme should be structured to meet the promotion and protection of youth mental health and well-being objectives.</p>	<p style="text-align: center;">Responsibility and Autonomy</p> <p>RA1. Lead a team in the development of a Life Skills programme to promote and strengthen youth mental health and well-being in schools.</p> <p>RA2. Promote the benefits of a Life Skills Approach to promote and strengthen youth health and well-being in schools.</p> <p>RA3. Assume responsibility for the implementation, maintenance, and evaluation of a Life Skills programme to promote and strengthen youth mental health and well-being in schools.</p>
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Unit 4: Applying the life skills approach in schools

AIMS

This Unit aims to support the learner in acquiring techniques to build up resilience at schools addressing the (a) social and interpersonal skills (communication, refusal skills, assertiveness, and empathy), (b) cognitive skills (decision making, critical thinking and self-evaluation) and (c) emotional coping skills (stress management, anger management and self-control).

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 5

Hands-on practice: 10

Autonomous studying: 8

Assessment: 2

LEARNING OUTCOMES

Upon completion of this Unit, the adult educator will be able to...

<p style="text-align: center;">Knowledge</p> <p>K1. Have knowledge of the different methods and techniques of developing and expressing empathy towards others.</p> <p>K2. Have knowledge of different methods and techniques of developing cognitive skills.</p> <p>K3. Have knowledge of what emotional skills (stress management, anger management and self-control) are.</p>	<p style="text-align: center;">Skills</p> <p>S1. Make use of the 3Cs of assertive communication (Confidence, Clear, Controlled) in a practical way.</p> <p>S2. Plan interventions effectively choosing strategies to promote cognitive skills in the school context.</p> <p>S3. Define emotional skills management methods to be applied within everyday school life.</p>	<p style="text-align: center;">Responsibility and Autonomy</p> <p>RA1. Monitor the potential positive change the overall communicational climate in the classroom.</p> <p>RA2. Assume responsibility of enhancing critical thinking and free decision-making throughout the school community.</p> <p>RA3. Promote effective emotional skills techniques between peers and superiors that can be used in everyday school life.</p>
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