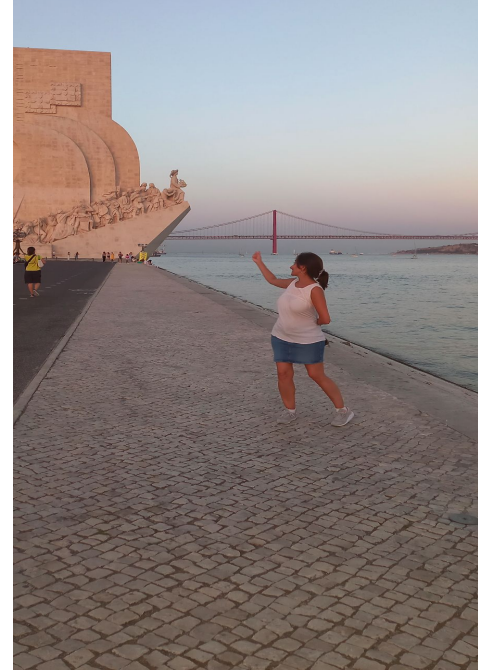


LISBON 2023



I enjoyed an Erasmus+ mobility from 21st to 26th August in Lisbon, Portugal.

For 5 days, I attended a training course under the title : Mental Health for students and teachers . After the lessons and on the 6th day, I visited Lisbon, Belem, Cascais and Estoril and learnt more about Portuguese culture and lifestyle.



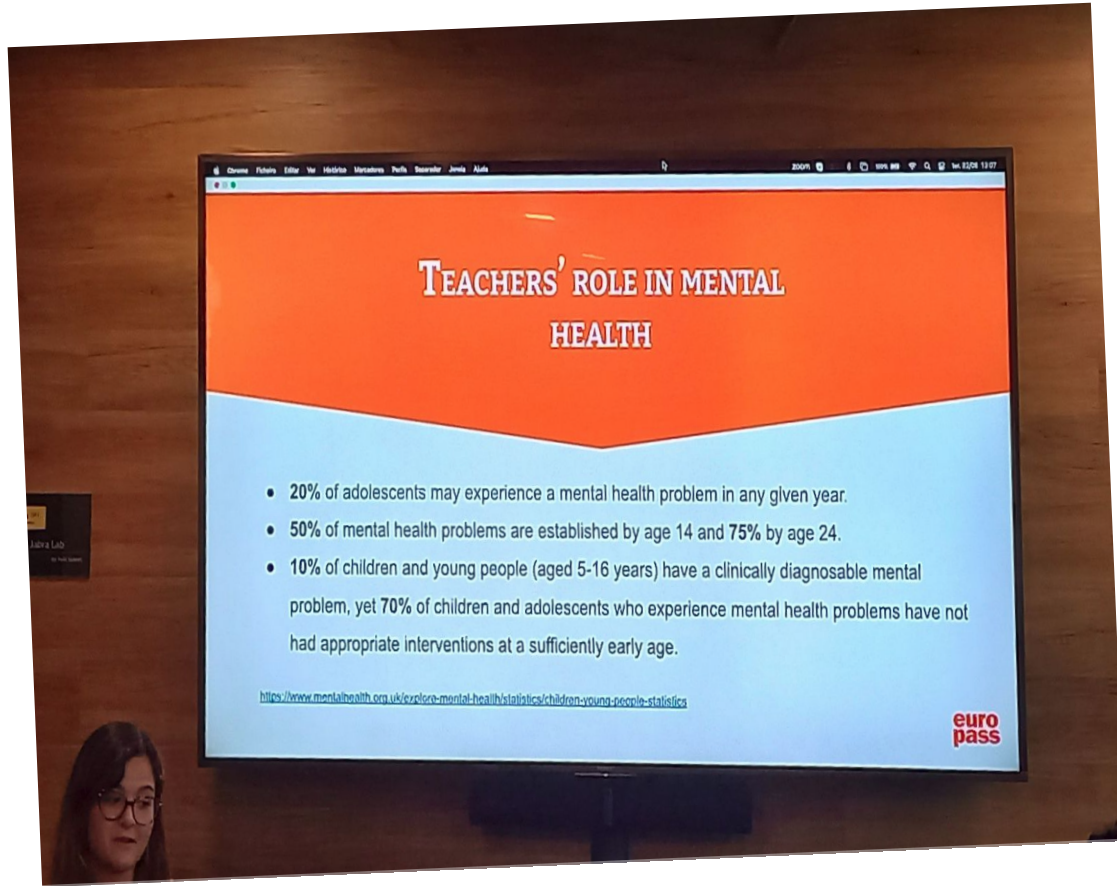
On the first day, all the participants introduced ourselves and presented the schools we work at . We tried to find the similarities and differences between them.



Then, our trainer shared with us some geographical, gastronomical and cultural tips to help us move around in Lisbon and make the best of our stay there.



From the second day, we begun dealing with the contents of the course whose aim was to developed an understanding of mental health awareness in order to identify potential issues, in both colleagues and students, and implement support strategies.



TEACHERS' ROLE IN MENTAL HEALTH

- 20% of adolescents may experience a mental health problem in any given year.
- 50% of mental health problems are established by age 14 and 75% by age 24.
- 10% of children and young people (aged 5-16 years) have a clinically diagnosable mental problem, yet 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age.

<https://www.mentalhealth.org.uk/explore-mental-health/statistics/children-young-people-statistics>

euro pass

We started with a debate on the role of teachers in their students mental health based on actual statistics. We could draw some conclusions about the importance of recognising specific types of mental distress, the risk factors and the common causes of mental distress.

The course was remarkably practical with a good dosage of theoretical basis.





I got familiar with some strategies to apply First Aid Therapy to both my students and my colleagues based on: Person-Centred Therapy, the PERMA model of Wellbeing, Cognitive Behavioural Therapy and Mindfulness.

I practised some techniques and did exercises on Choice theory, expressing gratitude and self-esteem boosting such as:

- writing a description of my ideal day without stress and disturbances
- role play of a likely situation of a student with a problem and a teacher giving advice
- tools to work mindfulness
- a trial of a daily journal writing

- identifying emotions and how they manifest
- design a poster on how you would like people to see you
- complete a questionnaire on physical, mental and emotional self-care
- list of activities to engage and release stress and reach the flow
- thinking on ideas to implement mental health strategies adapted to our schools

I came back with a long list of authors and bibliography to go on exploring ways to foster students well-being and excited to put everything I 've learnt into practice.

