

Course title	Supporting students' mental health
Course code	105
Course category	Arts, well-being and culture
Course purpose and overview	Mental health and emotional well-being are becoming increasingly important issues in educational settings, with many children and young people experiencing difficulties that can affect their learning, participation, and motivation. Teachers are often among the first adults to notice changes in students' behaviour or engagement and can play an important role in providing early support and preventing negative outcomes, including disengagement from school and early school leaving. This introductory course is designed for teachers who would like to develop a better understanding of student mental health and well-being in educational contexts. It is intended for non-specialists and does not require any prior expertise in psychology, counselling, or mental health. The course focuses on recognising common early signs that may indicate a student is struggling emotionally or socially and on understanding how teachers can respond appropriately within their professional role. Participants will explore practical strategies for creating supportive learning environments and for identifying situations that may require additional attention or referral. Examples may include recognising changes in attendance, participation, motivation, social interactions, or emotional responses; identifying signs of stress, anxiety, or disengagement; and learning simple classroom practices that promote student well-being and inclusion. The emphasis is on practical tips and awareness-raising that teachers can confidently apply in their everyday teaching practice. The course does not provide training in diagnosis or therapeutic interventions and is not intended to turn teachers into psychologists or mental health professionals. Rather, it aims to help educators recognise when certain behaviours or patterns may "ring a bell" and encourage timely and appropriate support.
Course structure and content	This course provides teachers with practical knowledge and tools to recognise early signs of mental health and well-being challenges among students. Participants will explore their possible role in promoting supportive learning environments and preventing student disengagement and early school leaving. The course adopts a non-clinical approach and is intended for non-specialists, focusing on awareness, early recognition, and practical classroom strategies rather than diagnosis or therapeutic interventions. The course combines a variety of interactive learning activities, including practical exercises, case studies, individual reflection, and collaborative exchanges. Participants will analyse realistic classroom scenarios, reflect on their own experiences, and explore practical strategies that can be readily applied to foster student well-being and respond appropriately to early signs of emotional or social difficulties
Duration	One week
Daily programme example	Here is an example of the programme: <i>Day 0</i> (usually Sunday) Arrival date <i>Day 1</i> Welcome Competences ex-ante evaluation

	Lesson 1: mental health and well-being in today's classrooms. Lesson 2: the impact of mental health on learning, motivation, and school participation. Feedback day 1 <i>Day 2</i> Lesson 1: current challenges affecting children and young people. Lesson 2: common indicators of emotional distress and disengagement Lesson 3: how to recognise changes in behaviour, attendance, participation, and academic performance Cultural and social activities <i>Day 3</i> Lesson 1: encouraging student engagement and resilience Lesson 2: building positive teacher-student relationships Lesson 3: what teachers can and cannot do <i>Day 4</i> Lesson 1: communicating concerns sensitively and professionally Lesson 2: working with colleagues, school staff, and families Lesson 3: ethical considerations and professional boundaries <i>Day 5</i> Lesson 1: mental health, student engagement, and the prevention of early school leaving Lesson 2: developing practical classroom approaches Discussion of future cooperation and planning follow-up activities / Brainstorming dissemination ideas Validation of learning outcomes and a certification ceremony Cultural and social activities <i>Day 6</i> Full-day trip <i>Day 7</i> Departure date Programme details may be subject to amendment based on trainer, participant needs and other factors such public holidays. Changes might be needed to make up for time lost due to unforeseen or changing circumstances which might be out of the reasonable control of the hosting organisation.
Learning objectives	Understand current challenges related to student mental health and well-being in educational settings. Recognise common early signs that may indicate a student is experiencing emotional or mental health difficulties. Understand the role and limitations of teachers in supporting student mental health and well-being. Identify practical strategies for fostering a supportive and positive classroom environment. Respond appropriately when concerns about a student's well-being arise. Recognise situations in which additional support or referral may be needed.

	Reflect on how early awareness and timely action can contribute to student engagement, well-being, and the prevention of early school leaving.
Learning outcomes	Raise awareness of current mental health and well-being challenges among students. Introduce participants to the role of teachers in promoting student well-being and preventing disengagement from education. Provide an overview of common early warning signs that may indicate emotional or mental health difficulties. Explore practical and non-clinical strategies for supporting students in educational settings. Discuss appropriate actions and referral pathways when concerns about a student's well-being arise
Assessment and validation of learning outcomes	Participants will be assessed through a combination of trainers' observations during the course activities, peer discussions, and individual feedback. Participants are expected to actively engage in practical exercises, case-study analyses, and reflective activities focused on recognising early warning signs of student disengagement and promoting well-being in educational settings. They will also be encouraged to develop simple, practical strategies that can be applied in their own teaching contexts. Upon completion of the course, participants will be awarded a certificate of attendance and will be encouraged to apply the knowledge and practical approaches acquired during the course to foster supportive learning environments and contribute to student well-being and engagement.
Target audience	Teachers of any subject, educators, and school administrative staff
Admission requirements for participants	No specific requirements
Language of delivery	English
Language level requirements for participants	B2 or more
Maximum number of participants	16

Please note that the course outlined is intended as an example only and may not necessarily be fully executed in accordance with all its details. Our need analysis is primarily based on enrolment information, information shared at kick-off meetings, and pre-evaluation of competencies. As such, it is possible that the programme may be adjusted to better accommodate the diverse needs of participants.