



PROJECT SO-WELL-AWARE

WHAT EVERY TEACHER SHOULD KNOW ABOUT STUDENTS' SUBJECTIVE WELL-BEING

HOW TO PROMOTE WELL-BEING IN A STRUCTURED APPROACH?
UNIVERSAL SCHOOL-BASED INTERVENTIONS REVIEW AND IMPLICATIONS.

Booklet 2



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 - 2.3 Systemization of the main features of the interventions (integration and best practices)

WHAT CAN YOU TAKE AWAY FROM THIS BOOKLET?



TAKE AWAY 1

Perspectives of well-being in the literature and their assessment



TAKE AWAY 2

Good practice examples of effective school programmes to promote wellbeing and reduce ill-being



TAKE AWAY 3

Main features of the efficacious interventions to promote well-being and reduce ill-being

WHAT IS WELL-BEING?

Well-being is a crucial aspect of student development, gaining increasing attention in scientific literature and educational practice. Despite this growing interest, there is still a lack of consensus on how to effectively promote well-being in schools. This booklet aims to synthesise available literature and provide practical insights for educators.

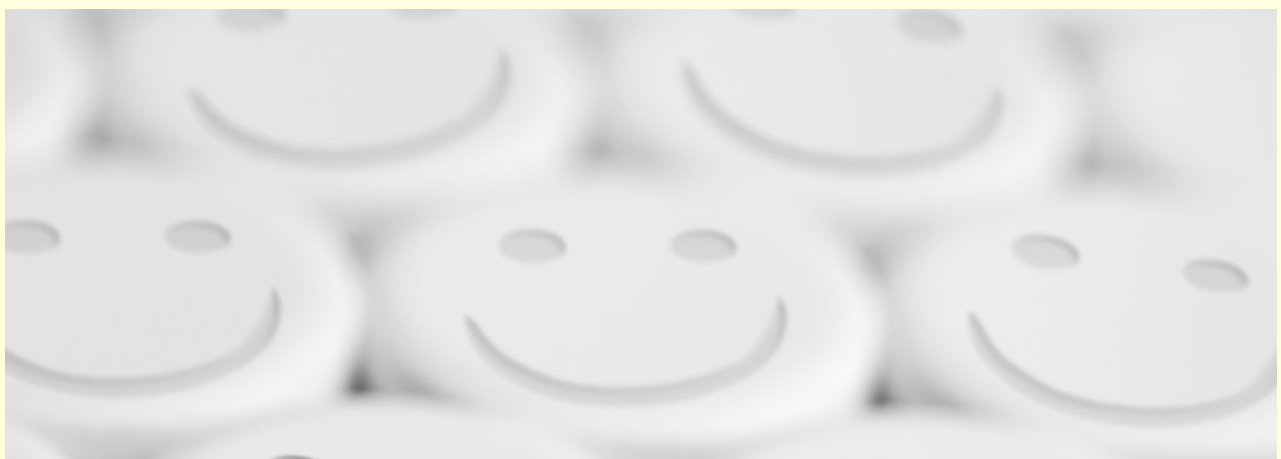


REFLECTIVE QUESTIONS:

1. How would you define well-being in a school context?
2. What are the aspects that you consider on student's well-being?

Although there are several perspectives on what well-being is [1], it is possible to identify a consensus in the literature regarding:

- Well-being in the school context is multi-dimensional, integrating emotional, cognitive, and social aspects,
- Is close related to concepts such as quality of life, personal fulfillment, satisfaction with school and community....



DEFINITION AND DIMENSIONS OF WELL-BEING

Generically speaking...

Well-being is defined based on a positive life assessment, considering the individuals' aspirations, achievements, emotional and affective states [2]

Nowadays, the trend in the literature is to assume a broader perspective to evaluate and intervene in well-being considering 3 dimensions:

Life Evaluation

- This dimension involves peoples' thoughts about the quality or goodness of their lives, their overall life satisfaction and quality of life assessments.

Taking the student "John" as an example, to assess this cognitive and judgmental dimension of well-being we could ask John how satisfied he is with different aspects of their lives, such as family, school, and friendships: for instance, "how satisfied he usually feel when thinking about their family?" Or "how he would describe his satisfaction about his school experience".



DEFINITION AND DIMENSIONS OF WELL-BEING

Nowadays, the trend in the literature is to assume a broader perspective to evaluate and intervene in well-being considering 3 dimensions:

Hedonic well-being

- Refers to everyday feelings or moods such including happiness, sadness, anger, and stress [3].

To assess the affective dimensions of well-being we could ask John “how often he felt interested or enthusiastic in the last week?” and to capture negative affect we could ask “if he felt irritable or guilty in the last week?”

The well-being assessment tool (PIQ link) also assesses the students’ emotional well-being dimension “I like going to school” in a 4-answering scale from 1- not at all true to 4 – certainly true.

Eudemonic well-being

- This dimension focuses on meaning and purpose in life, including personal growth and self-acceptance [4].

To assess this more comprehensive dimension of well-being, we could ask John “if he feels that he is learning a lot at the moment?” Or “if he feels positive about his future?” Or even “if he likes to be the way he is?”



REFLECTIVE QUESTIONS:

- **In my class, do I have students with different profiles of well-being?**
 1. Students that usually display positive affect but might not feel satisfied with their school achievement?
 2. *Students that achieve their academic goals but often display signs of negative affect such as anxiety and stress?*
- **If so, how did you identify them?**
- **What strategies can you use to address the diverse needs of your students?**



If you want to know more how to foster student's subjective well-being through strategies and practices check booklet 3!!

Given the different perspectives presented, the So-Well-Aware project team developed a review of programs that showed evidence of effectiveness.

In the following issue, good practices examples of the most effective programs are presented (and detailed in supplementary material). To support the integration of information, programs are presented in two categories: programs to prevent ill-being; and programs to promote wellbeing.

2 EXAMPLES OF GOOD PRACTICES OF EFFICACIOUS SCHOOL-BASED INTERVENTIONS/PROGRAMS:

2.1 TO PREVENT ILL-BEING IN SCHOOLS

Programme The Strong Kids social-emotional learning curriculum	Authors	Merrell et al. (2007)
	type of intervention	social-emotional prevention and early intervention curriculum program

A WEEK IN THE LIFE OF A STRONG KIDS CLASSROOM

Imagine you are a 3rd-grade teacher beginning to implement the Strong Kids program. Here's how your week might unfold:

- 
Monday: Morning Meeting: You introduce the week's lesson focused on Self-Management. You guide students through a 40-minute interactive session where they discuss managing emotions during stressful situations. Activity: Students create "emotion cards" that they can use to express how they feel throughout the day.
- 
Tuesday: Classroom Integration: During a math lesson, you notice a student becoming frustrated. You gently remind them of the self-management strategies discussed on Monday and praise them when they apply the techniques to stay calm.
- 
Wednesday: Review Session: You conduct a 10-minute review of the Self-Management lesson. Students share examples of when they used the emotion cards outside of the lesson.

➔ **Thursday:** Peer Interaction: Students work in pairs to role-play scenarios where they practice managing their emotions. You observe and provide positive reinforcement.

➔ **Friday:** Reflection: The week ends with a reflection circle. Students discuss what they learned and how it helped them. You note a decrease in classroom disruptions and an improvement in peer interactions.

🎯 **BEST OUTCOME:** By the end of the week, students have a better understanding of how to manage their emotions, and you've seen a noticeable improvement in classroom behavior.



2.1 TO PREVENT ILL-BEING IN SCHOOL

Programme Positive Action	Authors Flay & Allred (2003) type of intervention school-based social-emotional learning and health promotion program
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MANAGING CONCERNS WITH THE POSITIVE ACTION PROGRAM

Imagine you are a 1st-grade teacher who notices that some students are displaying signs of worrisome at different levels. You decide to plan a specific lesson on worry management with the support of the Positive action Program. Here are some suggestions of practices you could use to work with your students:

- ➔ An initial activity could be reflecting with your students the potential for positive actions to influence worrisome situations. First graders are encouraged to ask themselves if positive actions can alter their worries. This initial step instills a sense of agency, sets the foundation for proactive problem-solving, and cultivates a belief in personal efficacy.
- ➔ Students are encouraged to share with a trusted friend their worries. This step will not only lightens their emotional burden but also creates opportunity for peer support and understanding, while fostering a sense of empathy.

-  Teach your students how they can redirect their attention away from worries engaging in positive experiences. Ask them to select a positive experience of their choosing like painting, playing a game, reading a book, play with a friend, dance. These activities can help them cultivate a sense of calm and restore their emotional balance.
-  Read to students statements expressing worry while encourage them to counter them with positive thoughts. This exercise enhances their cognitive flexibility and helps them challenging negative thinking patterns. Following this exercise the students might again be encourage to share with the class their worries in a safe and supportive classroom environment. As they articulate their concerns, others in the class are encouraged to suggest positive thoughts that can replace these worries, fostering a culture of collective problem-solving and empathy.
-  As a concluding activity, the class could recite a verse as a gentle reminder to think of positive actions when faced with worry. By internalizing this message students will develop self-narrative that encourages them to view worry as an opportunity for growth and resilience.



2 EXAMPLES OF GOOD PRACTICES OF EFFICACIOUS SCHOOL-BASED INTERVENTIONS/PROGRAMS:

2.2 TO PROMOTE WELL-BEING IN SCHOOL

Programme The Faith and Wellness: A Daily Mental Health Resource	Authors School Mental Health Ontario, the Ontario English Catholic Teacher's Association (OECTA) and Brock University.
	type of intervention social-emotional learning programme

DAILY PRACTICES FOR EMOTIONAL MANAGEMENT

Imagine you are an elementary teacher and wish to foster your students' emotional management with brief exercises during the day. Here's a suggestion of different activities that you could implement:



Daily check-in:

Purpose: To help students manage their energy and stress, so they are ready to learn.

You can begin your lesson each day with an opportunity for students to self-assess and reflect on their emotions and energy levels and remind them of the variety of daily practices they can use, if needed. This could be done using a wall chart in primary grades (or others check-in visual prompt (emotion thermometer, zones bins, check-in board, etc.).

Classroom activities that give students an opportunity to identify and manage emotions improve academic productivity, and overall classroom climate.



What's my temperature?

Purpose: To teach students to take their emotional temperature, so they learn to recognize and regulate their emotions.

You can propose to your students to create an emotion thermometer to be used in the classroom. Then, co-create an emotional vocabulary word bank for each emotion (happiness, sadness, love, disgust, anger, fear, and surprise). Demonstrate how to use the thermometer (e.g., identify their emotion and determine where they are on their thermometer). Students can use their emotion thermometer to scale their emotion levels or to help them communicate their emotions to their teacher. Recognizing and acknowledging when emotions are intensifying are important steps toward emotion regulation.



2.2 TO PROMOTE WELL-BEING IN SCHOOL

THE FAITH AND WELLNESS: A DAILY MENTAL HEALTH RESOURCE

DAILY PRACTICES FOR EMOTIONAL MANAGEMENT

Recognizing emotions



Emotion charades

Purpose: To help students practice expressing emotions with their whole body and recognize body language and facial expressions in others.

To introduce this activity, you should present the concept of charades to your students. To develop this activity students take turns as actors and draw charade ideas out of a bowl (start with basic emotions and increase the level of difficulty as the year progresses). Once the actor picks a paper, they should read what is on it without telling anyone what it says. If the student has difficulty reading or doesn't understand the card, explain or have them pick a new paper. The student acts out the emotion charade without using words. You can place a time limit on the acting if it is taking a long time for ideas to be guessed. After each round, have a short discussion about what clues led students to guess that emotion.



Growing happy feelings

Purpose: To illustrate how we need to nurture positive feelings.

This practice can be introduced during Spring time with younger children, or while learning about planting seeds and helping them grow.

Create one or more large flower shapes with five to ten separate petals, in a range of colours. Introduce the core idea of nurturing happy feelings in ourselves, and in others, to help them grow. Brainstorm things that help people grow happy feelings (e.g., when someone is nice to me, my friends, singing, giving presents, playing with my dog). Each idea is placed on a petal and added to the flower, which can be decorated by students. The class flower can be posted as a reminder to look for opportunities to nurture happy feelings in ourselves and others.



Understanding emotions



Mood diary

Purpose: To help students recognize their feelings and become aware of their resulting emotions.

You should start by discussing with your students the function of a mood diary (e.g., to learn about yourself and to help notice patterns of thoughts and emotions you are experiencing). This involves noting your emotions and indicating why you feel that way.

Brainstorm ideas on how students might document their emotions, such as: Writing a story, a comic strip or answering a specific question asked by the teacher.

Ask students to draw an image that symbolizes their mood in the moment. It can be a small symbol or an elaborate picture. For example, for 'I feel angry' the student could draw a dark, black cloud. This can be done periodically throughout the week.

Ask students to select how they would like to keep a mood diary.



2.2 TO PROMOTE WELLBEING IN SCHOOL

Programme Positive Action	Authors	Flay & Allred (2003)
	type of intervention	school-based social-emotional learning and health promotion program

FOSTER STUDENT'S PROBLEM-SOLVING WITH POSITIVE ACTION PROGRAM

Imagine you are a 5th grade teacher and would like to promote your students' problem solving strategies using the positive action program. Here's a suggestion of practices to integrate in your classroom:



Create a progress chart: Give students a visual representation of how they're doing. Progress charts motivate students by showing how far they've come, whether it's academic achievement or personal growth. Their confidence and determination can be boosted by this palpable evidence of success.



Normalize asking for help: By emphasising the importance of seeking help, you break the stigma around it. When faced with challenges, encourage students to reach out to peers, teachers, parents or counselors. Let them know that building a strong support system is a valuable life skill that will help them face challenges.

-  Prepare problem-solving exercises: Involve students in problem-solving exercises where they must brainstorm solutions. These discussions will teach them that challenges are opportunities to exercise their creativity and critical thinking.
-  Discuss how to manage time effectively: Teach students how to manage their time effectively in order to avoid unnecessary challenges. Students can avoid last-minute crises and reduce stress by learning how to allocate time wisely and prioritise tasks.
-  Promote health: Emphasise the importance of maintaining physical and mental health when dealing with challenges. Teach students that turning to negative strategies is counterproductive. Instead, encourage them to choose healthy resolutions that promote well-being.



2.3 SYSTEMIZATION OF THE MAIN FEATURES OF THE INTERVENTIONS – INTEGRATION AND BEST PRACTICES

ILL-BEING

Focus areas:

The majority of interventions developed in the field of well-being focus on reducing ill-being.

The interventions that reduce ill-being mainly focus on social and emotional learning (SEL) programs and antibullying programs.

Skills most targeted by the programs:

SEL competencies:

Self-Awareness, Self-management, Social Awareness, Relationship Skills, Responsible Decision-Making;

Psychological education interventions on anxiety;

Psychological education interventions on bullying/cyberbullying and victimization/cybervictimization.



2.3 SYSTEMIZATION OF THE MAIN FEATURES OF THE INTERVENTIONS – INTEGRATION AND BEST PRACTICES

ILL-BEING

Type of interventions developed:

- Classroom-level interventions;
- Delivered weekly during academic year;
- Conducted by teachers with specialized training.

Target populations:

- Mainly developed from pre-k to 12 grade or focusing on the elementary cycle.

Effectiveness:

- Programs were more effective in reducing:
- Internalizing behaviours (overcontrolled behaviors such as anxiety, depression, social withdrawal, somatization (expression of psychological or emotional factors as physical (somatic) symptoms);
- externalizing behaviours (undercontrolled behaviors such as aggression, rule breaking)
- bullying.



This summary highlights the primary focus, targeted skills, types of interventions, populations involved, and the effectiveness of interventions aimed at reducing ill-being through social and emotional learning and antibullying efforts.

2.3 SYSTEMIZATION OF THE MAIN FEATURES OF THE INTERVENTIONS – INTEGRATION AND BEST PRACTICES

WELL-BEING

Focus areas:

- Social and emotional learning (SEL) programs.

Skills most targeted by the programs:

- problem solving ability,
- self-regulation,
- self-awareness, self-concept,
- goal setting,
- positive motivation and perseverance, –healthy relationship skills,
- prosocial behaviours.

Type of interventions developed:

- Classroom and school-level interventions;
- Delivered weekly basis during academic year;
- Conducted mainly by teachers and other educational agents with relatively short-period training.



2.3 SYSTEMIZATION OF THE MAIN FEATURES OF THE INTERVENTIONS – INTEGRATION AND BEST PRACTICES

WELL-BEING

Target populations:

- Mainly kindergarten to elementary (up to 7th grade) students.

Effectiveness:

- The programs were more effective promoting:
- Social and emotional skills,
- School's motivation and engagement.



This summary highlights the primary focus, targeted skills, types of interventions, populations involved, and the effectiveness of interventions aimed at promoting well-being through social and emotional learning efforts.



REFLECTION IDEAS FOR EDUCATORS:

SCHOOL-WIDE REFLECTION



How does my school foster student's well-being or reduce ill-being?



At what level do the school strategies/ practices /events take place?

Individual level
class level
whole-school level



Are these strategies target at-risk population or designed for all students?

CLASSROOM REFLECTION



In my class, how do I promote student well-being or ill-being?



What are the key skills that I intentionally work on with my students to enhance well-being?

IF YOU WANT TO KNOW MORE HOW TO FOSTER STUDENT'S WELL-BEING THROUGH STRATEGIES AND PRACTICES CHECK BOOKLET 3!!

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