

❖ Phase I: tool 1.2

IDENTIFICATION OF GOOD PRACTICES

GOOD PRACTICE 1	
Name of the tool:	Colour your mood!
Creator (if you don't know, explain where you found it):	This game is proposed by our high school class masters.
Why can this tool be considered a good practice? Have it been recognized officially as good practice?	This tool can be a good practice because it is used to increase the interaction between students, between students and teachers, it is a good tool to help everyone pay more attention to their feelings and moods, not only to information and formal situations. It is not recognized officially as a good practice.
Purpose:	To create a warm and emotional secure context for the students to fulfill their potential.
Learning objectives:	- awareness, recognition of various emotions - increasing level of emotional and spiritual well-being - increasing acceptance of one's self - promoting positive feelings - maintaining harmonious relations with others - promoting compassion, empathy, tolerance - increasing the power to face the difficult situations
Explain the step-by-step	Every morning, for a week, every student picks a colour the moment he/she enters the classroom, depending on the mood, posting it on

development of the tool:	a board. The colours and their meaning may be: pink for happy, blue for relaxed, green for active, red for stressed, yellow for tired, purple for frustrated, grey for nervous, brown for troubled. Every time the mood changes during the day the students add the colours according to the situation. At the end of the school week the class would have a board with great information about the emotional state of its students. The last day the participants draw conclusions and discuss: which day of the week is more stressful and why, how many students enter the classroom in a positive mood and leave it in an altered condition, or the other way around, and what is the source of it, what makes them feel happy, or nervous in school, what can be done to increase the level of emotional and spiritual well-being, etc.
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Duration:	One week
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Environment and context:	The game can be used every time the class master considers the students need to visualize and become aware of their emotional state, so that they can understand and take proper action, or it can be used the first week the class is formed, to help students bond, create a good, positive, empathic environment for study and all sorts of activities.
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Tools and materials	Magnetic board, coloured magnets
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Size and characteristics of the group:	15-30 students from the same class
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Supporting documentation:	• Practical Guide to Well-being, Paperback - Patricia Furness-Smith • Well-being: Productivity and Happiness at Work- <u>Sheena Johnson</u> • Positive Psychology: Theory, Research and Applications - Ilona Boniwell and Aneta Tunariu • Wellbeing: The Five Essential Elements- <u>Tom Rath</u> https://www.mentalup.co/blog/tips-for-teaching-mindfulness-to-children
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Tips and suggestions for the implementation:	Teachers can also participate in the activity, increasing the level of trust in the classroom. Students can use journals, or mark their feelings with a song, or an object, not necessarily a colour.
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GOOD PRACTICE 2	
Name of the tool:	Take action! Be kind!

Creator <i>(if you don't know, explain where you found it)</i> :	It is a promoted idea during the Mental Health Awareness Week, adapted by our high school teachers.
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Why can this tool be considered a good practice? Have it been recognized officially as good practice?	This tool is recognized officially as good practice, as it makes people aware of the fact that big changes are made in small steps and small, kind actions are everyday opportunities.
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Purpose:	This tool initiates action, promotes kindness as an everyday habit
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Learning objectives:	- increasing level of emotional and spiritual well-being - increasing self- esteem through small actions - promoting positive feelings through action and gratitude - maintaining harmonious relations with others - promoting compassion, empathy, tolerance
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Explain the step-by-step development of the tool:	During a chosen period of time (a certain day, or a week, even a month) students are asked to make random acts of kindness. No action is considered without value. For example, students can help someone with homework, or share their lunch with someone, leave a nice encouragement message when needed, bring coffee to a sleepy classmate, explain a lesson to someone who missed a class, tell a joke to destress others, etc. The goal is to understand that every single person can do something to make a day brighter.
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Duration:	Any period of time
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Environment and context:	Environment and context do not matter, but the activity can be restricted to one school students, or to a certain class, if needed.
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Tools and materials	Any materials work, but the tool focuses on giving time, understanding, compassion, empathy, not on the material side.
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Size and characteristics of the group:	Any size, any group
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Supporting documentation:	• The Origins of Happiness: The Science of Well-Being over the Life Course Hardcover – Andrew Clark, Sarah Flèche, Richard Layard, Nattavudh Powdthavee, George Ward • Relationships, Well-Being and Behaviour- Selected works of Harry Reis • Global Report on Student Well-Being - Volume IV: Religion, Education, Recreation, and Health- Alex C. Michalos • https://www.mentalup.co/blog/mindfulness-activities-in-the-classroom https://www.mentalup.co/blog/mindfulness-activities-for-teens
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Tips and suggestions for	After practising this tool for a specific time, the group can organize a debrief session. The students can discuss how the action made them feel, the obstacles they had to overcome, what made them
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the implementation:	choose a certain person, or a certain action, whether they learnt something about themselves, etc.
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