

# CONNECT

Inclusive open schooling  
with engaging and  
future-oriented science

## BEST PRACTICES

Description for the website:

Title: The students of Olivar Gran High Schools committed to mental health

This inspiring practice reports an Open Schooling initiative on “Participatory Research to improve the model of promotion of mental health in schools”, which was developed at the Olivar Gran High School by Ester Casals, Alba Blanco, Anna Ros, Josep M. Pons and Rosa Serra from 12/04/22 to 05/05/22. The activity was supported by the members of the Living Lab for Health from IrsiCaixa, who provided the methodological guidelines. This practice has been previously presented at the Final Congress of Sentinel Schools held on June 6, 2022 at CosmoCaixa in Barcelona.

**Care:** Students were interested in how they could improve their mental health by doing activities at their high school. In total, 78 students from the first year of Baccalaureate (16-17 years old) participated.

**Know:** The students improved their knowledge about mental health and explored the problems and opportunities that exist in their promotion. They put into practice skills such as debate, collaborative work, argumentation, voting and consensus and co-creation of recommendations for improvement.

**Do:** In the end, the students participated in the Final Congress of Sentinel Schools presenting the recommendations for improvement agreed by the educational community and the mental health promotion interventions that they had planned for that academic year. They completed the activities in groups and with the support of families, although not in full.

**Findings related to Open Schooling approach:** the activity includes concepts and competences included in the curriculum. Although it was a challenging proposal for teachers and students, it has been a very good experience that we recommend to other teachers to work innovatively in solving problems contextualized in their subjects.

**Change/innovation supported by:**  schoolhead  school association/network  local government  
 Other: Living Lab for Health

**Students' Outcomes:** The results were good, the students did a search for information about mental health and from there they detected the problems and opportunities for improvement in each category. In general, knowledge and skills increased.

**Please select the most relevant photo about your initiative (which will be public, and will be published with open license to represent the practice.**



#### ABOUT THE CONNECT INSTITUTION that supported the educational center

ORGANIZATION	IRSI (SENTINEL SCHOOLS)
COUNTRY	SPAIN
Contact Person Name	LAIA VIVES
Implementation period	Start date: 12/04/22 End date: 05/05/22

#### ABOUT THE TEACHERS INTERVIEWED

EDUCATIONAL CENTER	Institut Olivar Gran
TEACHERS (name and surname) (for certificates of inspiring practices)	Ester Casals, Alba Blanco, Anna Ros, Josep M. Pons i Rosa Serra
GENRE	
AREA (Science, Physics, Chemistry, Biology, ...)	Science
How many sessions have you implemented the CONNECT Educational Resource?	6 SESSIONS OF 50 minutes
Title of the educational resource used	"Participatory research to improve the model of promotion of mental health in schools"
Curriculum	Science

#### ABOUT THE STUDENTS OF THE TEACHERS

Course	1 <sup>st</sup> Bacallaureate
Age	16-17 YEARS
Total number of students participating	78 STUDENTS
Total number of students who have completed the activities	78 STUDENTS





#### SCIENTISTS INVOLVED:

Name	Laia Vives Adrián and Rosina Malagrida
Field	Participatory Research, Mental Health

## QUESTIONNAIRE

### 01. How did you (teachers) use open schooling resources? Could you please describe what did you do in your lessons?

To carry out participatory research at our institute, we followed the guidelines of the participatory research project provided by IrsiCaixa. We've worked with powerpoint presentations and red cards to write down issues and green cards to write down opportunities. This work has been done individually at the beginning, then at the group level, and finally at the class group level.

#### Activities of Students with scientists:

We did a workshop among the teaching staff involved in the participatory research project in which IrsiCaixa scientists also participated. At the end of the process we participated in person in a Congress to present the results where we meet scientists from the Sentinel Schools project.

#### Activities of Students with families:

The participation of the families has been somewhat scarce. The students had to explain the dynamics that we had done in class to their families and detect the problems and opportunities for improvement, but it has been difficult for families to participate.

### 02. How did your students used CONNECT resources? Do you have (or could describe) any samples of best science actions (for our website / reward)?

The students used the student's guide and were able to detect problems in each of the selected categories and propose recommendations for improvement. At the congress they presented a workshop on anxiety and also presented the improvement recommendations

#### Any example of what students prepared?

Grid of problems and opportunities of the current model of mental health promotion in our school and recommendations for improvement.





# Millores en la Promoció de la Salut Mental per i amb la Comunitat Educativa



RESULTATS DE LA RECERCA

PARTICIPATIVA SOBRE LA PROMOCIÓ DE LA SALUT MENTAL

CENTRE EDUCATIU: INSTITUT OLIVAR GRAN

POBLACIÓ: OUBIERS

COORDINADORA DE LA RECERCA PARTICIPATIVA AL CENTRE: ESTER CASALS

NIVELL EDUCATIU: ALUMNAT DE 8R BTX

CURS: 2021-2022

ASSIGNATURA: CIÈNCIES PER AL MÓN CONTEMPORANI

PROFESSOR RESPONSABLE: ANNA ROS

PROFESSORS COL·LABORADORS: ALBA BLANCO, JOSEP M. PONS, ROSA SEBRA

Aspecte a analitzar relacionat amb...	Problemes i oportunitats	Per què és un problema/opportunitat (barres i comentaris)	Recomanacions de millora	Recomanacions de millora concretes
<b>Anada a recursos i coneixement</b> • Faltava coneixement de salut mental • No es veien el coneixement i els recursos de salut mental a la promoció de la salut mental • No es veien els recursos de salut mental a la promoció de la salut mental • No es veien els recursos de salut mental a la promoció de la salut mental	Es va tenir clar que el coneixement i els recursos de salut mental són importants i que cal treballar-los. Es va veure que hi ha molts recursos disponibles però que no són accessibles o no són coneguts. Es va veure que hi ha molts recursos disponibles però que no són accessibles o no són coneguts.	Es va veure que el coneixement i els recursos de salut mental són importants i que cal treballar-los. Es va veure que hi ha molts recursos disponibles però que no són accessibles o no són coneguts. Es va veure que hi ha molts recursos disponibles però que no són accessibles o no són coneguts.	Revisar i actualitzar el coneixement i els recursos de salut mental disponibles. Fomentar la comunicació i el treball en xarxa amb altres professionals i recursos. Fomentar la comunicació i el treball en xarxa amb altres professionals i recursos.	Per vetreducció i associació amb altres recursos. Organitzar la salut mental a través d'activitats i recursos. Organitzar la salut mental a través d'activitats i recursos.
<b>Infraestructura física i virtual</b> • No hi havia infraestructura física i virtual • No hi havia infraestructura física i virtual • No hi havia infraestructura física i virtual	Es va veure que hi ha molts recursos disponibles però que no són accessibles o no són coneguts. Es va veure que hi ha molts recursos disponibles però que no són accessibles o no són coneguts.	Es va veure que hi ha molts recursos disponibles però que no són accessibles o no són coneguts. Es va veure que hi ha molts recursos disponibles però que no són accessibles o no són coneguts.	Millorar l'infraestructura física i virtual. Millorar l'infraestructura física i virtual. Millorar l'infraestructura física i virtual.	Millorar l'infraestructura física i virtual. Millorar l'infraestructura física i virtual. Millorar l'infraestructura física i virtual.

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Slide? Poster? Video clip? (Add some images if it is possible)





### 03. How well did science-action resources meet your needs?

The mere fact that students and teachers spent a few hours talking about mental health in schools was a good experience. Detecting shortcomings and thinking about providing solutions made them become more aware of how important it is to be mentally well in all areas. We need to continue working on these aspects. Above all, learn to relate the results obtained with their meaning, in a certain context.

#### Needs for example related to school curriculum:

Scientific competence is included in the curriculum.

#### Students' engagement:

Although participation was difficult, most of the students did all the proposed activities with motivation.

#### Students' interest and confidence in science:

There is a great diversity among students regarding interest and confidence in science. They are generally interested in what science can offer them for their daily lives, but there are also some who have their doubts.

### 04. How easy or difficult were science-action resources to use?

The difficulties I encountered personally were that there were many students at class and it was difficult to keep them motivated throughout the participatory research process. Individual work and small group work did well,... However, the next phase of sharing the problems with the rest of the groups within the class group and with the families was more difficult to carry it out.

#### Please add any specific issues related to materials, procedures, interactions or curriculum:

### 05. What were the benefits of open schooling for your students?

The results were good, the students did a search for information about mental health and from there they detected the problems and opportunities for improvement in each category. In general, knowledge and skills increased. Thus, they surely developed a much more lasting learning of it. They also had to decide what knowledge to apply in order to find appropriate answers in each context. They also practiced certain skills of search, trial and error..

#### Describe the students' outcomes in their science-actions related to:

KNOWLEDGE	<ul style="list-style-type: none"> <li>• Concepts about mental health</li> <li>• What affects mental health at the systemic level, from the different categories of analysis we used.</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>• Participatory research</li> <li>• Debate</li> </ul>





#### ATTITUDE

- Creating recommendations
- Oral presentation of results
- Collaborative attitude
- Respect for others

### 06. What were the challenges of using science-actions for your students?

Select the main challenges faced by students with an example:

- Difficult...
- Long...
- Boring...
- Other (Please, specify): ...

### 07. Which activities worked well with the curriculum?

The contents and competences that are worked on from the guide are linked to the secondary school curriculum through the work of scientific competence and health promotion contents. It is interesting how they are linked in a single educational resource that also promotes participation.

What helped kids to meet the learning objectives:

### 08. Which activities did not work well with the curriculum?

In general, they adapted well.

Anything that could be done differently or avoided:

The most complex activities could be avoided for 1st-year of secondary education.