



Instructions to implement UPRIGHT

Congratulations on your initiative to implement UPRIGHT at your school!



This intervention will help you to improve resilience and mental health in your community.



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INTRODUCTION

This document provides the instructions and relevant practical information on UPRIGHT. It should help identify the basic features and characteristics of the programme needed to implement the UPRIGHT intervention in your school.

Where can we find the materials?

On the UPRIGHT website <https://www.uprightproject.eu>

For the language-specific versions, you can contact regional institutions involved in the programme development:

- 🌱 English, Spanish and Basque
 - Kronikgune Institute for Health Service Research: www.kronikgune.org
- 🌱 English
 - Resilience Center of Norwegian University of Science and Technology: <https://www.ntnu.edu/psychology/resilience-centre>
- 🌱 Italian
 - Bruno Kessler Foundation, Trento (Italy) www.uprightprogram.eu/italiano/
- 🌱 Polish
 - Daily Care Centre for Children and Adolescents with Psychiatric and Speech Disorders, Wroclaw (Poland), Wroclaw Medical University (Poland) <https://umwd.dolnyslask.pl/zdrowie/projekty-eu/projekt-upright/>
- 🌱 Danish
 - Aarhus University, Aarhus (Denmark) www.projekter.au.dk/upright/
- 🌱 Icelandic
 - Directorate of Health Reykjavík (Iceland) www.landlaeknir.is
 - University of Iceland, Reykjavík (Iceland) www.upright.hi.is

Are the UPRIGHT materials free?

YES! All materials are available for free download.

The materials needed for implementing the UPRIGHT programme in schools can be downloaded in pdf format or printed directly from the website.



Introductory materials

- **BEFORE IMPLEMENTING UPRIGHT AT SCHOOL**

Suitable for the first reading. Short introduction to the UPRIGHT intervention. Contains useful information on the benefits of the programme and helps you to decide whether it is of interest to your school.

- **INSTRUCTIONS TO IMPLEMENT UPRIGHT**

This is the document you are currently reading. The document contains practical information necessary to decide whether the school is prepared and wishes to proceed with the UPRIGHT implementation.

Manuals and slides

- **WELL-BEING FOR US - MANUAL FOR TEACHERS**

This manual includes the instructions to apply the programme at the educational centre and the theory and practice information for all resilience skills.

- **WELL-BEING FOR US - MANUAL FOR FAMILIES**

This manual is for families wishing to learn and practise the resilience skills on their own.

- **WELL-BEING FOR ALL - MANUAL FOR TEACHERS**

This manual includes instructions for implementing the programme and a list of activities to be conducted at the school level to generate a culture of well-being.

- **POWERPOINT SLIDES FOR TEACHERS**

The programme offers PowerPoint slides for each skill to use in training sessions with students. These slides can be modified by teachers to suit specific needs or preferences.

- **POWERPOINT SLIDES FOR FAMILIES**

These slides present the exercises for the skills described in the manual. They should help in practical family training sessions for the school-based programme.



Audio/video/graphical materials

- **MINDFULNESS AUDIOS**

The programme offers 7 audios of guided mindfulness sessions. They can be found on YouTube <https://bit.ly/UPRIGHTYOUTUBE>. These audios contain all the instructions necessary to conduct a mindfulness session successfully.

- **VIDEOS ON UPRIGHT**

UPRIGHT has a YouTube channel, <https://bit.ly/UPRIGHTYOUTUBE> where the videos and audios used in the intervention are posted.

- **UPRIGHT POSTERS**

To help in creating a culture of well-being in the school, UPRIGHT offers 5 printable pdf posters with messages about mental-health care. These posters can be displayed publicly in the schools, to emphasise the importance of mental-health care.

- **SHORT DIGITAL MESSAGES ON UPRIGHT**

UPRIGHT offers digital posts to be displayed on the school social media to promote resilience skills in the

Optional support material

- **FAQ**

Frequent questions and answers on the UPRIGHT intervention.

- **REGIONALISATION**

The regional adaptation document contains a list of resilience skills that adolescents from different European regions (Spain, Italy, Poland, Denmark and Iceland) have found meaningful and relevant to their everyday lives. This document is useful for schools in any of those regions since it provides context-specific information.

- **MONITORING TOOLS**

Checklists created to monitor the progress of the implementation of UPRIGHT programmes, to track the completed and pending activities and to detect deviations from the original plan.



RESOURCES NEEDED FOR THE IMPLEMENTATION OF UPRIGHT IN SCHOOLS

Below, we detail the human, infrastructural and financial resources needed to implement UPRIGHT in schools.

School Staff

Teachers are the first actors to be involved in the programme. The more teachers are involved, the better as they can incorporate the UPRIGHT knowledge within their academic subjects. The **school management** should be involved by authorising the implementation of the programme and facilitating the creation of a culture of well-being. The **involvement of school counsellors, pedagogues or school psychologists** is also recommended. Schools may also use other relevant internal resources, like special-resource teachers and well-being and learning supervisors working with special-need children.

To summarise, the recommended human resources would consist of one person from the school management, one person coordinating UPRIGHT within the school, and two teachers per participating classroom.

Teacher training resources

Teachers and staff who oversee delivering the UPRIGHT programme should first be trained in the UPRIGHT components and skills. The basic teacher training should cover **mindfulness as a transversal and compulsory skill**.

In the schools where the programme has already been implemented, it may be useful to involve **UPRIGHT teachers to train their colleagues**, using their experience acquired in the latest programme editions. This would require a **full training day and then continuous supervision**. It is important to organise an introductory meeting to get things started.

In the schools where UPRIGHT has not been implemented yet, it is important to organise teacher training lasting approximately **10–20 hours**. The main training could be offered in the first implementation year, while only a few refreshment meetings (5–6 hours in total) would be arranged in the following years.

Since the training takes time, it is recommended to **start it as early as possible in the school year**.

Adolescent training resources

The effectiveness of the UPRIGHT intervention has been tested by implementing the programme during two consecutive school years. Nonetheless, other implementation forms can be used, keeping in mind that their effectiveness has not been proven.



Families

Families should be involved whenever possible since they are important stakeholders. All materials created during the dissemination activities, such as **photos, videos, posters, pre-recorded webinars and flyers**, can be used to **inform families about UPRIGHT**.

Some families are easy to involve, but others are more challenging. One strategy to encourage the families to visit might be to organise an **event involving the children** (e.g., a play, an exhibition). Organising virtual events with families might be less effective than face-to-face meetings. However, for some families and under specific circumstances (e.g., restrictions due to the pandemic), these events would work as well.

Additional infrastructure resources

The basic infrastructure resources required for the programme implementation are **Internet connection, projector, PowerPoint, paper materials, printer, computers and online tools**.

Collaboration with local organisations or school networks

Involving **school psychologists** and **special-needs counsellors** in the UPRIGHT implementation could add further value to the process.

From the networking perspective, **exchanging experiences between schools already familiar with implementing UPRIGHT and the new schools** would be helpful. For example, meetings could be organised to exchange relevant information and know-how among teachers in different schools.

Implementing a **programme like UPRIGHT with a political commitment** could benefit the whole society and the public health system.

Programme implementation costs

The UPRIGHT programme has been designed for its full inclusion in everyday life at school. The costs might be covered using **the internal school budget**, or the schools could apply for **external funding**.



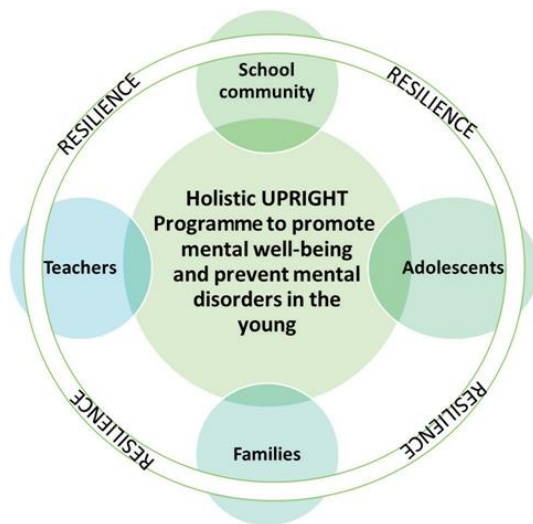


Figure 1. Whole-school approach in UPRIGHT

BASIC FEATURES OF THE UPRIGHT INTERVENTION

UPRIGHT takes a whole-school approach to create a school environment that promotes mental well-being and resilience. This approach involves the whole school community. Positive relationships are established with families, students and community agencies; the whole school is committed to the well-being and learning of their students.

The UPRIGHT intervention takes three steps to increase resilience and create a culture of well-being in the school.

Step 1 - School staff training in UPRIGHT intervention

In UPRIGHT, the role of the teacher is to mentor students as they explore diverse resilience skills applied to specific and relevant experiences in their lives. The teachers are not expected to supply all the answers but to show the willingness to learn together.

How to train school staff for WELL-BEING FOR US programme?

The entire education community is invited to be trained in the WELL-BEING FOR US programme. However, the individuals teaching UPRIGHT should be trained first.

Depending on the resources available, the training can be:

- given by an UPRIGHT expert who will be in charge of training others
- or it can be a self-training, by reading the manual and doing the proposed exercises.

Between 12 and 36 hours are required to learn the theory and perform the prescribed activities in either case.

During the training, the future UPRIGHT teachers are expected to learn the skills of the programme and apply them in their daily lives, hopefully, to experience the benefits first-hand.

To motivate the teachers to participate in such training, it is best to make it a part of the annual teacher training. Furthermore, the training sessions should be highly participative, and the trainees should receive a certificate or some recognition for taking part.

How to train school staff for WELL-BEING FOR ALL programme?

To implement the WELL-BEING FOR ALL program, no additional training is necessary other than the resilience skill training described in the WELL-BEING FOR US manual.



This programme is dedicated to generating a culture of mental well-being in the educational centre. To implement it properly, the teachers should consider and adopt a culture where positive relationships between colleagues and students, inclusiveness, active participation and a sense of belonging are cultivated. It is also important that the educational team apply these values to observable actions in their daily work to be learned and internalised by the students.

Step 2 – Training the adolescents in the UPRIGHT intervention

Once the school staff is prepared for the UPRIGHT intervention, the student training can begin.

The UPRIGHT program provides teachers with a variety of materials to conduct student training. All these materials are used to implement the UPRIGHT intervention fully. You can find comprehensive information on the implementation of the **WELL-BEING FOR US** programme in its manual.

How to train adolescents on the WELL-BEING FOR US programme?

The UPRIGHT conceptual framework consists of four different components: mindfulness, coping, efficacy and social emotional learning, consisting of 18 skills.

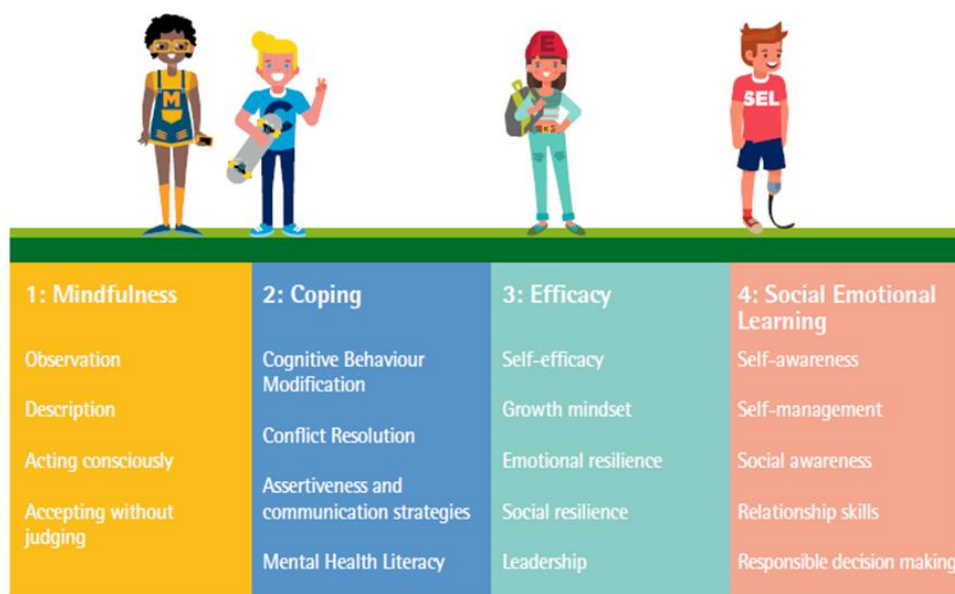


Figure 2. The WELL-BEING FOR US programme consists of 4 components and 18 skills of resilience

The WELL-BEING FOR US programme aims to be effective and adjustable to the different needs of each school.

Therefore, it proposes a minimum number of sessions that should be carried out to ensure effectiveness (18 sessions). Nonetheless, once this minimum number is covered, the programme can be extended to up to 24 sessions with students, depending on the needs of the school.

WELL-BEING FOR US IMPLEMENTATION:

18 sessions + 6 optional sessions. Each session to last at least 40 minutes



The order of presentation of the components is flexible. However, once you start with a component, you should train in all its skills before presenting the next one.

How to train adolescents on WELL-BEING FOR ALL programme?

The WELL-BEING FOR ALL programme aims to raise awareness of the importance of caring for mental health and promote a culture of mental well-being in schools. It consists of activities designed to broaden the resilience training conducted in the classrooms to include the whole school community. You can find full information on the implementation of the WELL-BEING FOR ALL programme in its manual.

Figure 3. The WELL-BEING FOR ALL programme consists of 4 modules of open activities that foster a resilient school environment and a culture of mental well-being at school.

In this whole-school approach, the staff, the entire student body, families, and community institutions are invited to participate in the programme.



Ways to involve FAMILIES

-Open channels of communication with families using e-mail, school websites and face-to-face meetings. You can also involve the local parent association in disseminating the activities and keeping the families up to date with current developments.

-Keep families informed on the progress of the programme: present the calendar of activities, dates, registration procedure, and provide feedback after activity implementation. Students can also discuss the programme at home, with their families, to provide the first-hand information.

-Invite the families to take part in the activities of the programme face-to-face. Their active participation validates and supports the promotion of resilience and mental well-being in schools.

Ways to involve SCHOOL STAFF

-Inform school staff about the programme, i.e., tell them that the programme is in progress, and present the planned activities and the schedule. This will make sure that the staff can attend and support the promotion of resilience and a culture of mental well-being.

-Circulate information on the programme by e-mail or Intranet to the whole school staff at all levels, including cleaning staff, administration, teachers and management team.



Ways to involve the COMMUNITY

Community involvement can be encouraged by inviting people or institutions in the community and the neighbourhood to participate in the activities.

- Spread the word about the activities in the local services in your community and use the webpage to announce them, so anyone from the neighbourhood can attend. The members of the community can come to the school to talk about resilience or mental well-being. The school representatives can visit the local institutions or individuals that promote resilience and mental well-being.
- Connect with other schools that implement UPRIGHT: organise some activities together.

Step 3 - Train families in the UPRIGHT intervention

For the correct implementation of UPRIGHT, the school should involve the families from the beginning to actively participate in the programme.

The participation of the families is essential for the success of the programme. Therefore, the families should also be trained in UPRIGHT resilience skills.

Admittedly, convincing the families to become involved in any school programme is a challenge, and UPRIGHT is no exception.



Try to follow these suggestions to get the families on board:

1- Inform them about the programme on the first day of the school year, in person and using digital tools (email or internal school–family communication channels).

2- Explain what their participation would mean, its expected benefits for their children, themselves and the school community, and how long it would last.

3- Inform the families about the progress of the intervention in the school. This will keep them motivated to continue participating.

4- Add an UPRIGHT section on the school website and social media, so that the families can consult it and follow the news.

5- At school, provide UPRIGHT face-to-face training sessions for the families. Families will increase their commitment to the programme if the school offers face-to-face meetings so they can exchange experiences with teachers involved in the UPRIGHT programme. Such meetings complement the digital training modality for families.

How are the families trained in WELL-BEING FOR US programme?

UPRIGHT has created its own WELL-BEING FOR US manual for families. This manual briefly explains each resilience and skill component of the programme and has skill-specific exercises for the families. These exercises can be done individually or as a family group.

Apart from the self-training of each family, it is a good idea to organise face-to-face sessions at the centre to broaden the training, encourage the exchange of experiences, and resolve doubts. An expert in UPRIGHT (from within or outside the school) should moderate these face-to-face sessions with the families. One suggestion is to organise a training for families in at least two sessions, lasting one and a half hours, a week apart. These meetings could take place in the morning or the afternoon, according to preference. If it is difficult to find enough participants, hybrid sessions could be organised, combining telematics and physical attendance. Another option might be to organise the training during the weekend.

Self-training in UPRIGHT skills can be structured in 18 sessions of 30 minutes, but everyone can decide on his or her own pace.



How are the families trained in WELL-BEING FOR ALL programme?

The involvement of the families in the WELL-BEING FOR ALL programme implies being informed of the programme activities to be carried out and their active participation in such events. The attendance of the families reinforces the commitment of everyone to creating a mental well-being culture at school. At home, the families can ask the adolescents about the UPRIGHT activities at the school and advise them how to carry out these activities in the best possible way.

MONITORING THE FIDELITY OF THE INTERVENTION AND THE TOOLS

As additional material, the UPRIGHT intervention offers two templates to evaluate the progress and degree of implementation of each programme. Thanks to these two tools, it will be possible to detect programme deviations and recapitulate the degree of implementation of each programme at the end of the course.

