

REGIONAL ADAPTATION

The information in this chapter is the result of a co-creation process between the UPRIGHT research team and representative people from regions of Spain, Italy, Poland, Iceland and Denmark. The UPRIGHT team led face-to-face group sessions with adolescents, parents, and teachers in each region; and performed some surveys. They wanted to explore their knowledge of the subject, their opinions, needs and expectations about a resilience programme such as UPRIGHT.

The regional adaptation chapter consists of three parts:

1. A list of resilience skills that adolescents from each region find meaningful and relevant to their everyday lives.
2. The main concerns of adolescents, parents, and the school staff from each region. These concerns are elements of their personal and social development that are especially sensitive and relevant to the adolescence.
3. A list of the methods that teachers consider the most successful to use in the UPRIGHT sessions with adolescents in each region.

The teachers could emphasise on these points in the final sessions (including, if possible, the extra sessions). If new implementers want to do their own co-creation process, we refer them to <https://journals.sagepub.com/doi/suppl/10.1177/1474904120947890> where information of the methodology used in the group sessions and surveys can be found as “Supplemental Material”.

The UPRIGHT programme aims to promote mental well-being and prevent mental disorders by enhancing resilience capacities in adolescents, through a holistic approach addressing adolescents, families and teachers. The programme is universal (designed to reach every student) but adaptable for its implementation in different countries. The adaptation is the result of a co-creation process that considers language, culture and contexts in such a way that it is compatible with the cultural patterns, meanings and values of adolescents, families, teachers and school staff.

The objectives of the regional adaptation are:

- To discover local main challenges and possible solutions for the implementation of UPRIGHT programme.
- To identify resources and expectations in the community, school, and in families for the implementation of UPRIGHT.
- To prioritize the most important skills of UPRIGHT programme according to local needs.
- To explore the main areas of concern in adolescents' development to address in the regional UPRIGHT programme.
- To select the most appropriate methodologies to implement locally the UPRIGHT programme.

The methodology to perform the regional adaptation consists of three main steps:

1. Participatory working groups: adolescents, families and teachers explore their challenges, needs and expectations in terms of mental wellbeing (qualitative approach).
2. Surveys: adolescents, families and teachers are asked to provide their preferences regarding program skills, areas of concern and methodology for implementation (quantitative and qualitative approach).
3. Validation: adolescents, families and teachers confirm that the regional adaptation resulting from the complementary information collected in the working groups and surveys reflects their real needs and opinions.

The pilot sites in UPRIGHT project (Denmark, Iceland, Poland, Italy, and Basque Country) provide a representative image of different socio-demographic, economic and cultural contexts in Europe. The information of the regional adaptation made by each site has been collated to depict an overall summary of the preferred UPRIGHT skills, prioritized areas of concern and the most appropriate methods to implement the sessions with adolescents.

Skills that adolescents find most interesting and important to learn:

Once you have completed the training of 14 skills with your students, you can use extra sessions for these skills. In general, we suggest that you pay particular attention when you conduct these skill sessions. The students understood the concepts and found them useful in their everyday life. You may look for additional information on these skills or ask for advice from the training leaders. This should help you to feel confident that you can answer the questions and successfully lead the exercises in class. You may also find additional exercises or homework to practise these skills in class or at home. It might be useful to plan activities outside the classroom with these skills in mind.

European UPRIGHT context	<ul style="list-style-type: none"> • EFFICACY: Self-efficacy • SOCIAL EMOTIONAL LEARNING: Conflict resolution • SOCIAL EMOTIONAL LEARNING: Emotional resilience • COPING: Responsible decision making • COPING: Leadership skills
Spain	<ul style="list-style-type: none"> • COPING: Conflict Resolution • EFFICACY: Self-efficacy • EFFICACY: Emotional resilience • SOCIAL EMOTIONAL LEARNING: Responsible decision making • SOCIAL EMOTIONAL LEARNING: Self-awareness
Italy	<ul style="list-style-type: none"> • EFFICACY: Social resilience • SOCIAL EMOTIONAL LEARNING: Self-awareness • MINDFULNESS: Acting consciously • SOCIAL EMOTIONAL LEARNING: Responsible decision making • EFFICACY: Self-efficacy
Poland	<ul style="list-style-type: none"> • EFFICACY: Self-efficacy • SOCIAL EMOTIONAL LEARNING: Relationship skills • SOCIAL EMOTIONAL LEARNING: Responsible decision making • COPING: Conflict Resolution • EFFICACY: Emotional resilience
Denmark	<ul style="list-style-type: none"> • EFFICACY: Self-efficacy • COPING: Conflict Resolution • EFFICACY: Emotional resilience • SOCIAL EMOTIONAL LEARNING: Responsible decision making • EFFICACY: Leadership
Iceland	EFFICACY: Self-efficacy SOCIAL EMOTIONAL LEARNING: Responsible decision making SOCIAL EMOTIONAL LEARNING: Relationship skills COPING: Conflict Resolution COPING: Assertiveness and communication strategies

Areas of concern for adolescents, parents and teachers

As you can see below, the three groups agree on some issues and disagree on others. The areas of concern presented here are often experienced as challenges. These challenges might become opportunities for growth and increase the resilience of young people or might develop into risks to their future well-being.

You may consider discussing these topics during the exercises in different sessions of UPRIGHT. In the skill chapters, there are some exercises into which you can include examples or contextualise stories on specific issues or concerns. You can introduce the issues presented here. It is always a good idea to find out first how your students feel about talking about or working on these issues. You can also propose these topics for additional activities such as research projects or school projects.

Name	Brief Definition
Stress	<i>Concerns, to feel overly emotional, mood swings.</i>
Anxiety	<i>Constant worries, fear, panic, school avoidance, stomach or headaches (physical complaints), lack of sleep.</i>
Loneliness and isolation	<i>Feelings of isolation, not communication or lack of affective contact with others.</i>
Sleep, relaxation	<i>Being able to sleep well every day (and a good amount of hours) and relax in everyday life.</i>
Alcohol or drugs consumption	<i>Risk and consequences of alcohol or drugs consumption, how to deal with social pressure.</i>
Bullying, witnessing	<i>How to deal with bullies and help victims, how to promote anti-bullying environment.</i>
Cyberbullying, witnessing	<i>Sending, posting, or sharing negative, harmful, false, or mean content about someone else (in social media, messages, emails).</i>
Self-harm, suicide	<i>Cutting or burning oneself or any other way to create pain. Ideas about death or about killing oneself.</i>
Food, physical activity, health	<i>What and how to eat to be healthy; why is important physical activity and how to do it</i>
Future plans, setting goals	<i>Find a real vocation, and setting steps and goals to achieve it.</i>

European UPRIGHT context

Adolescents	Families	School staff
<ul style="list-style-type: none"> • <i>Bullying</i> • <i>Self-harm, suicide</i> • <i>Loneliness</i> • <i>Cyberbullying</i> • <i>Life purpose</i> 	<ul style="list-style-type: none"> • <i>Cyberbullying</i> • <i>Bullying</i> • <i>Loneliness</i> • <i>Supporting others, spirituality</i> • <i>Learning concerns</i> • <i>Boredom</i> 	<ul style="list-style-type: none"> • <i>Cyberbullying</i> • <i>Bullying</i> • <i>Loneliness</i> • <i>Anger</i> • <i>Anxiety</i> • <i>Stress</i>

Spain

Adolescents	Parents or families	Teachers and school staff
<ul style="list-style-type: none"> • <i>Cyberbullying</i> • <i>Bullying</i> • <i>Alcohol or drugs</i> • <i>Stress</i> • <i>Loneliness</i> • <i>Sexuality, gender and identity</i> 	<ul style="list-style-type: none"> • <i>Cyberbullying</i> • <i>Bullying</i> • <i>Alcohol or drugs</i> • <i>Family conflicts</i> • <i>Depression</i> 	<ul style="list-style-type: none"> • <i>Cyberbullying</i> • <i>Bullying</i> • <i>Loneliness</i> • <i>Anger</i> • <i>Depression</i> • <i>Self-harm and suicide</i>

Italy

Adolescents	Parents or families	Teachers or school staff
<ul style="list-style-type: none"> • <i>Life purpose</i> • <i>Bullying</i> • <i>Physical health</i> • <i>Future plans</i> • <i>Supporting others, spirituality</i> • <i>Self-harm, suicide</i> 	<ul style="list-style-type: none"> • <i>Anxiety</i> • <i>Cyberbullying</i> • <i>Bullying</i> • <i>Anger</i> • <i>Loneliness</i> • <i>Alcohol or drugs</i> 	<ul style="list-style-type: none"> • <i>Anxiety</i> • <i>Bullying</i> • <i>Cyberbullying</i> • <i>Loneliness</i> • <i>Anger</i>

Poland

Adolescents	Parents or families	Teachers or school staff
<ul style="list-style-type: none"> • <i>Self-harm and suicide</i> • <i>Depression</i> • <i>Love, relationships</i> • <i>Life purpose</i> • <i>Bullying</i> 	<ul style="list-style-type: none"> • <i>Cyberbullying</i> • <i>Bullying</i> • <i>Stress</i> • <i>Anger</i> • <i>Depression</i> 	<ul style="list-style-type: none"> • <i>Cyberbullying</i> • <i>Anger</i> • <i>Bullying</i> • <i>Self-harm and suicide</i> • <i>Loneliness</i>

Denmark

Adolescents	Parents or families	Teachers and school staff
<ul style="list-style-type: none"> • <i>Self-harm and suicide</i> • <i>Bullying</i> • <i>Loneliness</i> • <i>Cyberbullying</i> • <i>Alcohol or drugs</i> • <i>Future plans</i> 	<ul style="list-style-type: none"> • <i>Cyberbullying</i> • <i>Bullying</i> • <i>Loneliness</i> • <i>Physical health</i> • <i>Stress</i> • <i>Alcohol or drugs</i> 	<ul style="list-style-type: none"> • <i>Cyberbullying</i> • <i>Loneliness</i> • <i>Stress</i> • <i>Bullying</i> • <i>Sleep</i> • <i>Anxiety</i>

Iceland

Adolescents	Parents or families	Teachers and school staff
<ul style="list-style-type: none"> • <i>Bullying</i> • <i>Self-harm and suicide</i> • <i>Loneliness</i> • <i>Cyberbullying</i> • <i>Life purpose.</i> 	<ul style="list-style-type: none"> • <i>Cyberbullying</i> • <i>Bullying</i> • <i>Loneliness</i> • <i>Supporting others and spirituality</i> • <i>Learning concerns</i> 	<ul style="list-style-type: none"> • <i>Cyberbullying</i> • <i>Bullying</i> • <i>Loneliness</i> • <i>Anger</i> • <i>Anxiety</i> • <i>Stress</i>

Suggested methods for working with adolescents in class

You can always adapt the exercises presented in each chapter to include the methods suggested here. Pay attention to the way your students react to the exercises suggested in the chapters (if they enjoy them or not) and remember that here, you can find some suggestions to improve them. For instance, you can suggest that your students choose a creative or artistic way to present the conclusions of a workgroup.

Main suggested methods (students)
European UPRIGHT context <ul style="list-style-type: none"> • Workgroups • Creative exercises • Class discussion • School discussion • Art-based activities
Spain <ul style="list-style-type: none"> • Workgroups • School excursions • Creative exercises • Class discussion • Experimentation • Dilemmas
Italy <ul style="list-style-type: none"> • Workgroups • Art-based activities • Role-playing • Creative exercises • Class discussion
Poland <ul style="list-style-type: none"> • Creative exercises • Dilemmas • Class discussion • Art-based activities • Research projects

Denmark <ul style="list-style-type: none"> • <i>Workgroups</i> • <i>Creative exercises</i> • <i>School excursions</i> • <i>Class discussions</i> • <i>Dilemmas</i>
Iceland <ul style="list-style-type: none"> • <i>Work group</i> • <i>Creative exercises</i> • <i>Class discussions</i> • <i>School excursions</i> • <i>Art-based activities</i>

Suggested innovative activities (teachers, parents, and/or students)

SPAIN	<p>Parents and students suggested diverse educational activities, including games (e.g. computer games, competitive games), outdoor activities ('to get to know new places', to have contact with animals, to learn about different cultures, workplaces), media resources (e.g. YouTube channels).</p> <p>They would like to have more school activities that involve the community such as 'gymkhanas', theatre plays or cultural events. Students want to have fun while learning, and make their teachers happy.</p> <p>Teachers think that relaxation, breathing, laughs, and work with emotions are important for implementing UPRIGHT.</p> <p>Teachers also consider important activities are sports, learning groups, concerts, workshops (i.e. interpersonal relationships), cooperative games, drawing contests, and new projects oriented to services (entrepreneurship) or projects with social consciousness.</p>
ITALY	<p>Teachers, parents, and students suggested diverse educational activities, including new projects, games, outdoor activities, excursions, work group, and the use of technologies such as smart phones.</p> <p>Teachers think that is important to involve families in UPRIGHT training and school life, for instance in school excursions or other recreational activities (i.e. sports, music), or contacting local associations.</p> <p>Students want to be listened and supported by their teachers. They confirm the importance of a "whole school approach" as they wish that UPRIGHT relates and improves their daily life at school.</p>
POLAND	<p>Students suggested diverse educational activities and games, mainly involving movement, with easy content, using computers or smart phones, and preferably, with more than one trainer. Students want activities that make them feel better about themselves, not ignore their needs, and that help them to control their emotions and violence in school.</p> <p>Teachers highlight the importance of a careful approach to family conflicts (e.g. confusion and shame caused by unstable family situations) and to social stigma for being different (e.g. disabilities, 'look different', or mental health issues).</p> <p>Teachers' advice is to create a positive school environment, to have a good planning of the sessions (to schedule optimal dates and times), and to motivate parents and students' participation.</p>

DENMARK	<p>Teachers, parents and students suggested to have innovative and active exercises, different than to be 'seated in classes'.</p> <p>Students prefer outdoor activities, activities where they can use their 'brain and body' (i.e. involving physical activity appropriate for young people), games (e.g. board games), group work, or activities with electronic devices (computer, tablets, and phones).</p> <p>Teachers also encourage creativity, outdoor activities and to involve parents in activities with the students. They recommend to keep in mind that students have different intelligences and learning styles.</p> <p>Teachers mentioned the importance of having enough time to plan, revise, and exchange ideas, therefore it is important to organize your sessions thoughtfully.</p>
ICELAND	<p>Students suggested to make activities for them playful, to go more outside, to include photos, and videos, and to be more active.</p> <p>They want activities where there is 'fun, there are not fighting, no one is left out'. They also like to include sports (e.g. football).</p> <p>Students want to learn meaningful strategies for their present (to learn better at school, communication and confidence) and their future (work, adult life). They want to be understood and supported by their teachers ('not too much school pressure'), and an environment where they can express their feelings.</p> <p>Teachers want inspiring and relevant activities as well as hands-on tools to teach life skills in UPRIGHT.</p> <p>Teachers are aware of the importance of the school as a safe place for the students, and the role of some available and trustable adults for the youngsters. Based on successful previous experiences, teachers recommend to plan special theme-days or festivals (e.g. Spring Festival, theatre) that include the whole school community and address diverse topics of interest (from adolescents' concerns, such as bullying, to hobbies or sports).</p> <p>They also suggest to organize school excursions, and to involve parents in the diverse activities. Teachers mentioned the importance of cohesion and good spirit in the work environment (among colleagues), they want to 'work together and also have fun together as a group'.</p>