



PsyTales

2023-1-IE01-KA220-SCH-000159650
FROM JAN. 2024 TO MAR. 2026

PARTNERS

- ROYAL COLLEGE OF SURGEONS IN IRELAND, Dublin, Applicant Organisation & Coordinator
- Regional Directorate of Primary and Secondary Education of Western Macedonia, Greece, Kozani, Partner Organisation
- Birstono gimnazija, Lithuania, Birstonas, Partner Organisation
- Les Apprimeurs France, Paris, Partner Organisation
- SCS LogoPsyCom Belgium, Mons, Partner Organisation
- Catholic Primary Schools Management Association, Ireland, Maynooth, Partner Organisation

OBJECTIVES

The main objective of this project is to help all students approach their stress, failures, and difficulties more positively and proactively, equipping them and their educators with simple tools to improve their well-being and mental health at school. To do this, we will use several resources such as the 2020 LifeComp, The European Healthier Together Initiative (2022), positive psychology and lifestyle medicine in education.

With Love,
DONNA STROUPE



WHAT NEEDS DOES THE PROJECT ADDRESS?

The project aims to address the rise in mental health issues that has been taking place, even more since the pandemic. The project will support the development of competences needed to build mental health resilience. The data mentioned from the Healthier Together Initiative (2022) indicates a critical situation for the new generations of pupils, with high levels of anxiety and depression in all age groups.

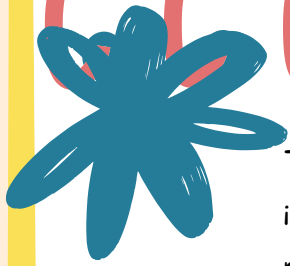
The specific needs the project addresses are, therefore:

1

The need for effective research-based methods for acquiring key personal, social, and learning-to-learn competences enables children to manage their emotions, develop critical thinking and resilience, adopt healthy lifestyle habits, and approach life with assertiveness, confidence and emotional intelligence. Such methods could improve their sense of belonging, awareness, respect and solidarity and could be used as preventive measures, considering a third of young people aged 11 to 15 have experienced bullying at school, although the percentages cover a wide range from 10% in Armenia to over 50% in Lithuania, with other partner countries averaging around 30% (UNESCO, 2019).

The need for teachers and other education professionals to obtain training in supporting students who struggle with mental health issues or stress for various reasons (personal, familial, societal, due to prejudice or specific conditions such as SLDs, etc.). Equipping them with knowledge, practical advice, and ready-made tools to teach those crucial life competences to their students is thus an urgent need. UNESCO's Global Education Monitoring 2020 report shows that fewer than 10% of countries have laws that ensure full inclusion in education. While 68% of countries provide a definition of inclusive education, only 57% mention different marginalised groups and 26% concern only people with disabilities or special needs (UNESCO, 2020).

2



3

The need to introduce healthy lifestyle and well-being strategies in an accessible way. Creating another well-being programme may not be readily accepted by the school community. However, teaching children a healthy lifestyle and wellbeing via PsyTales will make it more likely for them to embrace new life skills and digital literacy in this age of progress. Assistive technology in schools has been found to increase rates of graduation and post-secondary education (Bouck et al., 2011) and can also improve academic orientation, enjoyment, self-esteem, optimism and subjective well-being, as an Irish study has shown (Wynne et al., 2017).

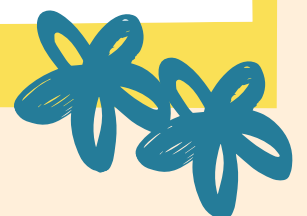


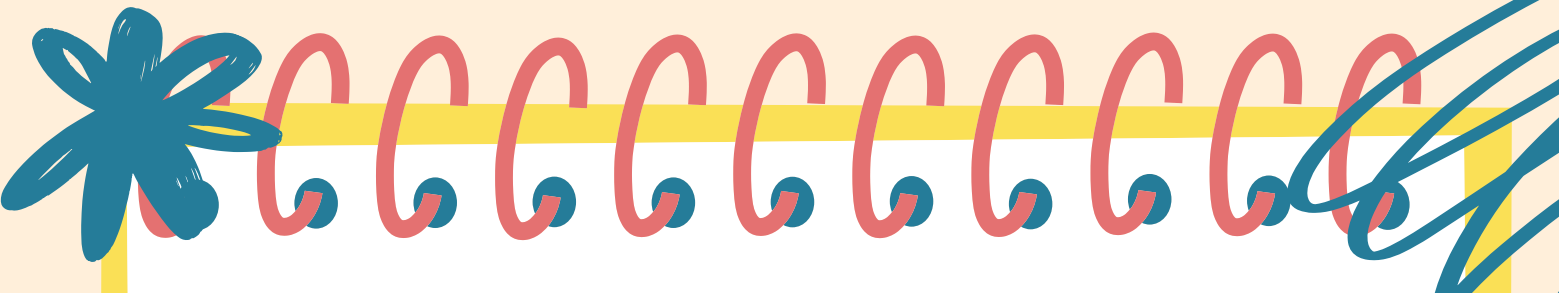
WHAT ARE THE TARGET GROUPS OF THE PROJECT?

This project will involve professionals who work daily with pupils who, given the data mentioned above, might be at risk of developing mental health issues. These professionals are responsible for their education and well-being in their daily practice, meaning that they need to be equipped with insight into the current situation in Europe, as well as to discover different strategies and methodologies and to use tools that will support them in fostering the acquisition of key life competences. The goal is also to involve the children in testing the tales we will write in the project to verify the effectiveness of this methodology and tools in raising awareness, understanding, and creating a sense of responsibility and action in said pupils.

This project material will therefore target the following groups:

1. Children at the end of primary school (9-12 years old)
2. Teachers in primary school
3. Other education professionals



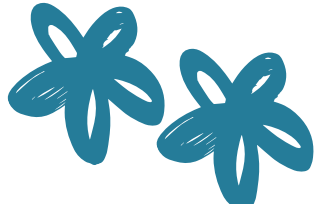





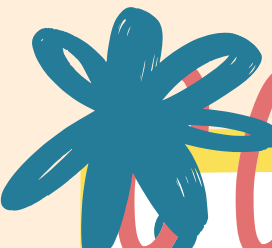
DO YOU THINK YOU CAN OFFER HELP WITH THE FOLLOWING PROJECT RESULTS?




a

The Tales - 33 adapted tales to foster well-being in the classroom. The main objectives of this work package will be to provide accessible material for improving the students' well-being in the classroom and to train education professionals in using and creating this type of material. The results will be ready-made tales for professionals to use in their classrooms and take inspiration from. Another objective is to have professionals follow the training and create material following this project's methodology. These objectives will eventually play a part in the overall achievement of inclusion, well-being, and acquisition of self-regulating skills for the students, while also equipping education professionals with knowledge, competences and a new methodology to ensure all their pupils feel included, safe and confident in their learning path, which is especially important at the end of primary school given that difficulties often intensify with the transition to secondary school education.





**DO YOU THINK YOU CAN OFFER HELP
WITH THE FOLLOWING PROJECT
RESULTS?**



b

a. The White Paper – a report analysing the results of the testing and a good practices report

This work package will focus on the effective use of the material created in this project and provide the opportunity to involve education professionals in testing and evaluating the methodology and tales. The objective of the work package is to explain the project's approach and enhance its results to ensure the best possible transferability of the resources created and the participants' feedback inside and outside the partnership. The objective is, therefore, to ensure the effectiveness, relevance and quality of all results created in the project. To do so, the work package will be articulated around 3 Activities:

- A1 The testing phase: the tales will be implemented and tested within the partnership's schools and network.
- A2 The best practices: the presentation of the practical implementation of the project's material within the different classrooms with practical advice from teachers and recommendations on how to adjust it to different audiences
- A3 The result analysis: the data analysis from the different testing phases in quantitative and qualitative terms.

**A2 AND A3 WILL BE PUBLISHED IN A
BOOKLET, THE PROJECT'S WHITE PAPER.**

