



Case Study on Impact on Student Well-being *Portugal*

Introduction

This case study aims to analyse the current conditions of teenage students in Portugal, focusing on health and well-being in a post-pandemic situation. It explores the positive impact of sessions on mental health, positive thinking and resilience, which were developed for the Erasmus project “Promoting Pupil and Staff Well-being and Resilience”. Additionally, it examines how confinement has affected students’ learning and social skills, while highlighting the improvements brought about by these well-being sessions. To provide specific insights, the case study will incorporate the experiences of a year 8 student named M.P.

Context: Post-Pandemic Challenges

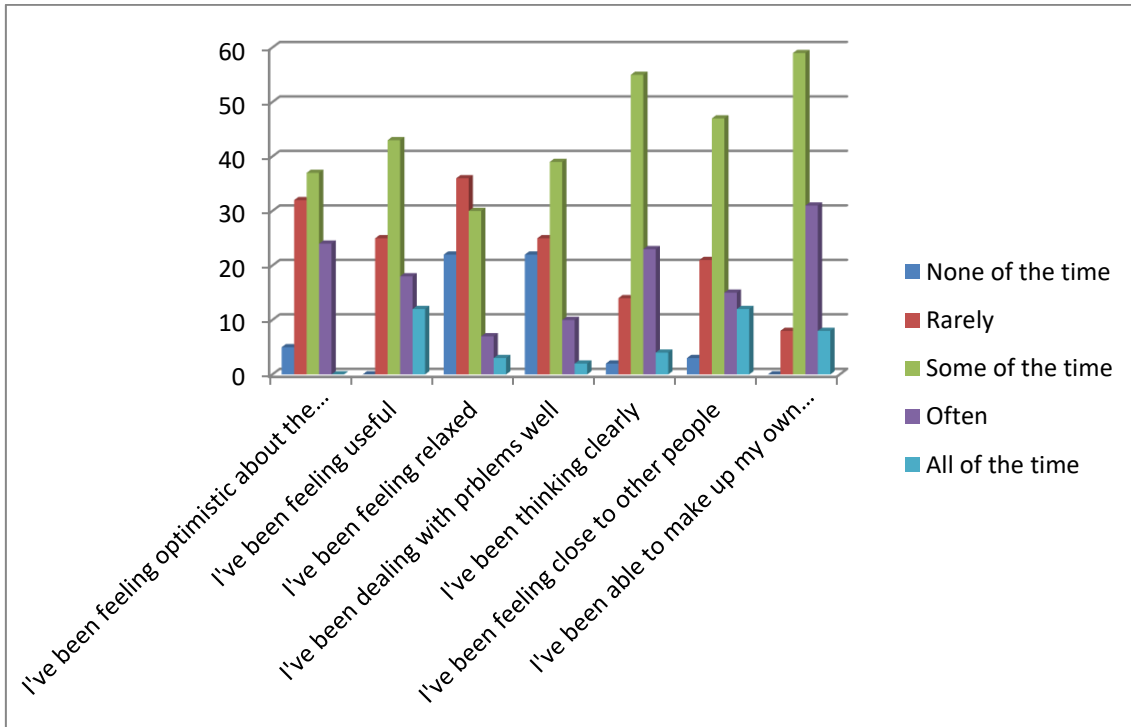
Portuguese teenage students, like many worldwide, have faced unprecedented challenges due to the COVID-19 pandemic. The confinement measures and remote learning have significantly impacted their mental health, socialization, and overall well-being. It is crucial to address the consequences of these challenges and provide appropriate support.

Impact of Confinement on Learning and Social Skills

Confinement measures have posed significant difficulties for teenage students in Portugal and all over the world. Remote learning has not provided the same level of interaction, support, and motivation as in-person classes. Many students, including M.P., have struggled with adapting to this new learning environment. Lack of face-to-face interaction with peers and teachers has hindered their social development and weakened their communication skills.



This Well-Being survey applied to five 7 and year 8 classes shows us how teenagers are feeling.



The Role of Well-Being Sessions



To mitigate the adverse effects of confinement, the staff involved in this Erasmus project have implemented well-being sessions aimed at enhancing mental health, positive thinking, and resilience among teenage students. These sessions aim at providing a safe space for students like M.P. to discuss their challenges, emotions, and concerns. Through various activities, such as mindfulness exercises, self-reflection, and group discussions, the sessions contribute to their overall well-being.

Improvements in Well-Being



The mental health, positive thinking, and resilience sessions have had a positive impact on the well-being of teenage students, including M.P. Participating in these sessions has allowed them to develop a better understanding of their emotions, learn effective coping strategies, and build a support network with fellow students and mentors. As a result, their mental health has improved, enabling them to handle post-pandemic challenges more effectively.

M.P.'s Experience

M.P., a year 8 student, exemplifies the positive impact of these well-being sessions. At the onset of the pandemic, M.P. experienced anxiety, difficulty focusing on remote learning, and felt socially isolated from classmates. However, after participating in mental health and resilience sessions, M.P. developed a more positive outlook, improved coping mechanisms, and regained motivation for learning.

M.P. found help in group discussions with peers, where they could openly express emotions and gain support from others facing similar challenges. Furthermore, M.P. reported feeling more confident in coping with stress and uncertainty, attributing it to the strategies taught during the sessions developed by the Erasmus project.

Conclusion

Teenage students have endured significant challenges in the post-pandemic period, impacting their health, learning, and social skills. By implementing well-being sessions that focus on mental health, positive thinking, and resilience, schools and well-being projects have made a positive impact on their well-being. The case of M.P. illustrates the efficacy of these sessions in improving mental health, coping mechanisms, and fostering a sense of social connection. Moving forward, it is essential to prioritize the well-being of teenage students and continue investing in programmes that support their holistic development.