



European Network for Social and Emotional Competence

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SOCIAL AND EMOTIONAL LEARNING MATTERS

Newsletter of ENSEC (European Network on Social and Emotional Competence)

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Welcome!

It is a pleasure that on behalf of our four co-chairs and our founding chairs to welcome you to the 21st issue of the ENSEC newsletter.

We have interesting information from ENSEC members, from different countries, regarding actions and publications developed upon generous ideas of social and emotional competence learning and development, especially under the circumstances of the coronavirus pandemic.

You are invited to sustain the Worldwide Gratitude Day on April 30th; and we bring your news on our forthcoming conference next year, the video we launched on SEL Day in March, and information on t new publications books and stories, including a number on coping with difficult and uncertain times like the COVID-19 pandemic. Also you could find a possibility to cooperate in publishing a new book on parenting during COVID in the language of your country. This issue contains information also about the new issue of IJEE, including a call for papers on a themed edition.

We would love to hear from your experience so we invite you to share some interesting features, project ideas, and new publications announcements for the next edition. Please send any contributions to me (adina.colomeischi@usm.ro) as a Word document so that it can be cut and pasted – no logos please. The ENSEC Newsletter has started to accept longer features to share richer, detailed knowledge throughout the network, but keep in mind that this is a newsletter so the information should be rather short, specific and relevant.

Thank you!

Enjoy reading and Keep Safe!

MESSAGE FROM THE ENSEC BOARD OF CHAIRS

COVID-19 PANDEMIC

Dear ENSEC Colleagues,

In this period when Europe and most of the world are in lockdown due to the COVID-19 pandemic, and most schools and educational institutions are closed till next school year, children and their families need a reinforced support from their teachers, educators and other professionals involved. In their turn, the teachers need to be supported during this tough times when they need more than ever to adapt and to thrive beyond the adversity. It is time for all educational communities to apply the principles, the strategies and actions we have been promoting through our network to help both children and adults to strive for better adaptation. Nowadays, SEL became an important resource for all practitioners to promote social and emotional competences, resilience and mental health. ENSEC, through its community, could provide this social and emotional support to those most vulnerable among us, to the entire communities and to ourselves. This is the time for SEL in action! Let us support each other during this difficult time, each in his or her own ways. We are open to member suggestions on how ENSEC can be a source of support during COVID-19. Do not hesitate to send us your suggestions.

NEWS FROM THE ENSEC BOARD OF CHAIRS

Dear ENSEC Colleagues,

As a network, ENSEC's aim is to provide a platform to meet and share knowledge and practices, learn from each other and with each other. Collaborations, dialogue, and working with partners have always been at THE heart of our ambitions – and we hope to promote these as much as possible.

ENSEC is inviting the large community of practitioners, scholars and researchers to contribute for the advancement of social – emotional learning, resilience and mental health promotion in schools, in Europe and beyond.

In March, on 27th, ENSEC was part of the global event **First International SEL Day** (www.selday.org), a worldwide movement to support social emotional learning. The celebration of SEL Day proposed different ways of raising the awareness upon the benefits of SEL in different areas of life, especially in education. You could learn about ENSEC contribution at this event from the video available on YouTube link ENSEC NETWORK FOR SEL DAY (<https://www.youtube.com/watch?v=A3ndDxNYMZU&t=102s>)

UPCOMING CONFERNCES & EVENTS

ENSEC Conference 2021

The next ENSEC conference will be held between 1st to 3rd of July 2021 in Suceava, ROMANIA, hosted by Ștefan cel Mare University, Faculty of Sciences of Education. Suceava is located in the north of the country, in the historical region Bukovina, a place with many UNESCO heritages. Ștefan cel Mare University of Suceava is an accredited public university that was granted a HIGH LEVEL OF TRUST degree, following the 2019 national evaluation. (www.usv.ro)



The 8th ENSEC conference builds on seven previous successful ENSEC conferences in Malta, Turkey, UK, Croatia, Portugal, Sweden and Hungary. This conference is dedicated to **Social Emotional Learning and Positive Development**.

This conference theme includes social and emotional learning related to mental health in schools, teacher training in SEL and mental health, SEL and inclusive communities, SEL for adults, SEL and migration, and resilience. We expect that our conference will be an opportunity for researchers, and practitioners to discuss and disseminate their work. These collaborations and networks promote the growth and spread of scientific results in our area.



**Universitatea
Ștefan cel Mare
Suceava**

UPCOMING CONFERNCES & EVENTS

WORLDWIDE DAY OF GRATITUDE, APRIL 30, 2020



GIVING THANKS THROUGH THE ARTS

WHAT	WHOWHERE
A Worldwide Day of Gratitude, to honor the first responders, frontline healthcare workers, and all those who are putting their lives on the line to keep us safe by unifying around the Bill Wither's song "Lean on Me," which has emerged as a rallying cry during the pandemic.	Everyone in the world online, social media, virtual classrooms, lesson plans, communities, and homes.
	WHY
	To take a day to show our gratitude for those who put their lives on the line everyday to keep us all safe.

HOW

Help us put the spotlight on all of the first responders, health care workers, and others on the front lines. Leading up to the day, teachers will develop a series of lessons for all age levels centered around a theme of "gratitude" while uniting around the song "Lean on Me" by Bill Withers. Others (including parents and individuals) will be encouraged to learn the song, record, and share their creations via YouTube and social media using the hashtags #LeanOnUs and #DayOfGratitude. Ideas on how to engage are located at YOUnison.org/LeanOnUs.

SUPPORTING ORGANIZATIONS

(Partial List invited): National Association for Music Education, NAMM Foundation, Grammy Museum, Little Kids Rock, Grammy Music Education Coalition, Hal Leonard Publishing, Noteflight, SEL4US, International SEL Day, Save the Music, the John Lennon Educational Tour Bus, D'Addario Foundation, YOUnison.

WHOWHERE

Everyone in the world online, social media, virtual classrooms, lesson plans, communities, and homes.

Worldwide Day of Gratitude is facilitated by YOUnison – a movement of music learners from across the United States committed to redefining lifelong individual development through music, leadership and social emotional learning. Learn more at younison.org.

"Lean on Me" is used with permission from Hal Leonard, LLC, info@younison.org

NEW PUBLICATIONS

International Journal of Emotional Education, April 2020

The first issue of Volume 12 of the [International Journal of Emotional Education \(IJEE\)](#) has just been published by the Centre for Resilience and Socio-Emotional Health at the University of Malta. It contains papers on teacher stress and wellbeing, mental health promotion in school, gender differences in aggressive behaviour in adolescence, happiness in children, emotional competence and Physical Education, and sexual attitudes and behaviours. The IJEE is an indexed, peer-reviewed, international journal which is distributed free of charge and supported by an international board of reviewers with high level expertise in the field. It may be accessed at www.um.edu.mt/ijee

PUBLICATIONS

Cavioni, V., Grazzani, I. & Ornaghi, V. (2020) School mental health: A comprehensive theoretical framework. *International Journal of Emotional Education*, 12 (1).

Abstract

Recent decades have seen a rise in mental health problems among children and adolescents. Despite a proliferation of studies describing effective school-based mental health programs, reviews of current research in this field suggest a strong lack of consensus concerning the definition of school mental health and its constructs. In the present paper, we set out to fill this gap via a two-step process: first, we offer a critical overview of recent research around the concept of school mental health; second, we propose a comprehensive theoretical framework for researchers, practitioners, and policy-makers involved in mental health promotion and school prevention programs. The proposed framework comprises three key domains: the first two cover the promotion of social and emotional learning (SEL) and resilience, while the third concerns the prevention of behavioural problems.

Further information: <https://www.um.edu.mt/ijee/latestissue>

Cavioni, V., Grazzani, I. & Ornaghi, V. Pepe, A., Pons, F. (2020). Assessing the Factor Structure and Measurement Invariance of the Test of Emotion Comprehension (TEC): A Large Cross-Sectional Study with Children Aged 3-10 Years. *Journal of Cognition and Development*. doi: 10.1080/15248372.2020.1741365

Abstract

The Test of Emotion Comprehension (TEC) has been used extensively to investigate children's understanding of emotion. The present study aimed at investigating the TEC's factorial structure, its measurement invariance across age and gender, and defining age-referred TEC scores, in a large sample of 1,478 children (755 males, 723 females) aged between 3 and 10 years. Confirmatory factor analysis of the data yielded support for the original psychometric structure of the TEC, which is based on three developmental domains of emotion understanding: external, mental, and reflective. Measurement equivalence was supported across age and gender groups. We also obtained normative data for interpreting TEC outcomes and defined the corresponding normative pattern of development across six-month age intervals. Overall, our findings suggest that the TEC is a robust instrument for investigating emotion understanding in children aged 3 to 10 years. The limitations of the study and the potential use of the TEC are discussed.

Further information: <https://www.tandfonline.com/doi/full/10.1080/15248372.2020.1741365>

SUPPORTING CHILDREN AT HOME

Ebook

Opportunity to publish in your country language

Sebda

Promoting the social and emotional well being of children and young people

SEBDA is an organisation in the UK that seeks to promote the social, emotional well-being of children – and the adults who work with them. Dr Rob Long and DR. Kathy Evans have just put together a kindle book which is on Amazon on supporting your children at home, specific to the situation we all find ourselves in



The book is being sold on Amazon UK with all profits going to the National Health Service. This is a UK edition, in relation to the web links and probably in terms of the culture of the book. The authors would be really happy to share the book draft as a word file, with colleagues in other European countries who might want to produce a similar resource, who would have somewhere to start from given resources need to be available as soon as possible.

If anyone wants to do this then you should contact Dr Rob Long and Dr Kathy Evans

https://www.amazon.co.uk/Supporting-Children-at-home-UK-ebook/dp/B0876DBKR7/ref=sr_1_1?dchild=1&keywords=rob+long+and+kathy+evans&qid=1587128423&s=books&sr=1-1

COVID – 19 – 5 TIPS FOR PARENTS OF HOMEBOUND CHILDREN

Carmel Cefai, Centre for Resilience and Social – Emotional Health

- **Provide honest, accurate and age appropriate information.** Should we shield our children from the fear and anxiety surrounding us? Is it better not to discuss covid 19 with children? Avoidance of discussion may actually increase children's anxiety as they try to fill the gaps on what is happening around them, sometimes from unreliable sources. Parents need to provide honest, clear and factual information (whilst keeping away from fear-arousal information), as well as age – appropriate information. With young children, parents may provide brief and simple information and reassurances that they are there to protect them and take care of them also if they get sick. With older children, parents may engage in discussions and provide guidance on reliable sources of information and how to distinguish between scientific facts and fake news and speculations, especially those coming from the social media
- **Listen actively and give time for children to express their thoughts, fears and emotions.** This will help children to feel reassured and more in control. Provide extra attention, with more frequent expressions of affection and reassurance. To reduce anxiety, limit exposure to TV news/social media/ discussions about the virus and use distractions like household chores, family games, play, and chatting with friends.
- **Role model calmness and reassurance.** Children react to stressful situations according to their parents' behaviours and emotions. This is a difficult time for both

parents and children. High levels of parental anxiety may lead to an increase in children's anxiety. Parents thus need to be aware how their own behaviour may be affecting the children. Reminding children on the safety practices the family is taking to prevent infection, and actually engaging in such practices as a family, is reassuring for children.

- **Provide a daily structure for the children** with specific daily routines such as time for learning, time for physical activity and play, time for friends (social media), time for household chores, time for regular family meals, time for TV/social media, and time for other family activities. This structure provides children with the stability and security they need in times of change and stress. Physical activity, challenging tasks, play and connections with friends and relatives are crucial for children's healthy development.
- **Provide daily learning opportunities** to make up for the absence from school. With the help of the teachers, create a schedule for learning at home with daily set activities. Provide support and guidance as necessary and try to make learning fun and enjoyable, with hands-on practical activities, games, and online interactive activities.

Stories for children – COVID-19
KIKA STAYS AT HOME,

Kika stays at home



By Liron Marlow-Miron

Note to Parents

Hi, I'm Liron. I am a mother and child and adolescent counsellor, and I needed a tool to help explain to my youngest son about what is happening around him at the moment. So I wrote this story about an alien who has to stay on her little planet and can not come to Earth because of the Coronavirus.

Our children hear that word constantly. They know that life is currently different, they can't go to their favourite places and socialise with many people they love. There is stress and fear around, and it's hard to make sense of it all, for both adults and children.

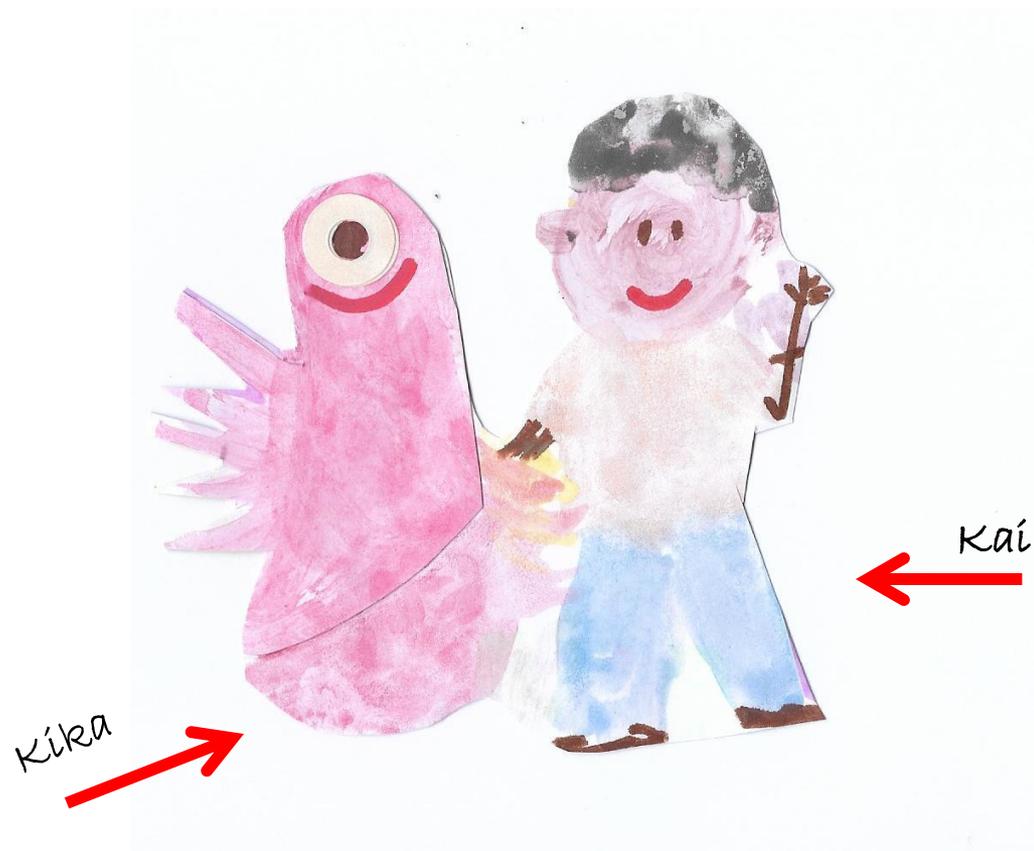
I wanted to try and explain what 'Corona' is without scaring them. I wanted to recognise and name the difficult feelings we have at this difficult time, but also to promote resilience and a positive outlook.

This is for you to read, print, add to and write over as you see fit.

The blue boxes at the bottom of some pages suggest further conversation or activities for you with your child. However, I would recommend you read the book without them a couple of times first (I read this to my son, and he got so caught up and distracted with the add-ons we didn't get to finish the story for ages!)

I hope you find this helpful,
and I hope the Coronavirus won't be a part of our life for much longer.
For now, stay safe and well. With love, Liron

Kika and Kai are best friends



Kai lives on planet Earth,
there are lots of people living on Earth.



Kika lives on a small planet
called Chooch.
Kika and her family are
the only aliens living there.



Kika loves visiting Kai on Earth.
There is so much to do there,
so many places to go and
so many people to meet and play with!



Where do **you** like to go? Who do **you** like to see?

But today Kika's mum told her that she can't go to Earth and visit Kai.

"Why?" asked Kika

Kika's mum explained:

"Planet Earth has got Corona, so we can't go visit right now."

"What is **Corona**?" asked Kika



Have you heard that word before? What do you think it means?

"Corona is a very small tiny creature" said Kika's mum.

"Even smaller than Moosh?" Moosh was Kika's pet and the smallest thing on Chooch.

"Much smaller than Moosh," said Kika's mum,

"you can't even see Corona because it is so tiny"

What is the smallest thing you can think of?



"So why can't I see Kai if it is such a tiny little thing?" asked Kika.



Kika's mum explained: "There isn't just one Corona. There are lots and lots of Coronas all over Earth, and even though they are tiny, they can make people feel really unwell and sad."

"Can we just go to the playground?" asked Kika.

"No Kika, we can't go to the playground," said her mum.

"Can we go to soft-play?"

"Soft-play is closed"

"And the farm where we feed the animals?"

"The farm is closed too."

Mum gave Kika a hug, "I know it's really difficult and sad for you, but everyone has to be extra careful and stay at home with their family, until the Corona go away".



Staying at home was really hard for Kika. She missed Kai and his family. She missed going to fun places and meeting people.

Kika felt lonely and bored.

She didn't know how long she would have to stay away from Kai and Earth.



What do **you** miss? Who do **you** miss?

One morning, Kika's mum brought a large sheet of paper, "let's think together," she said. "It's not easy to be stuck on Chooch for so long, and we need some ideas to help us pass the time, until we can visit Kai."



The family came up with some great ideas

Add to the scroll on the next page or make your own:
What can we do at home?

What can we do at home?

phone Kai

Take Moosh for a walk

dance

baking

Colouring-in

build a zoo

While she waited at home, Kika managed to talk with Kai every day and do things that made her happy on her little planet.

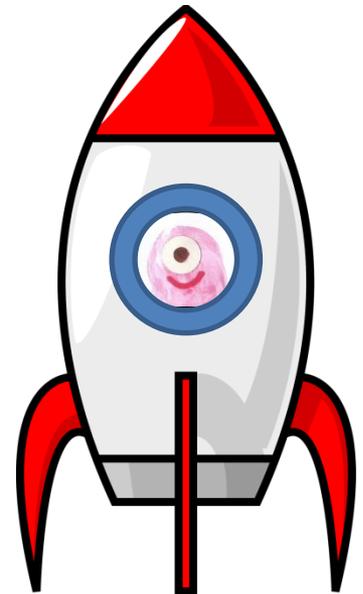


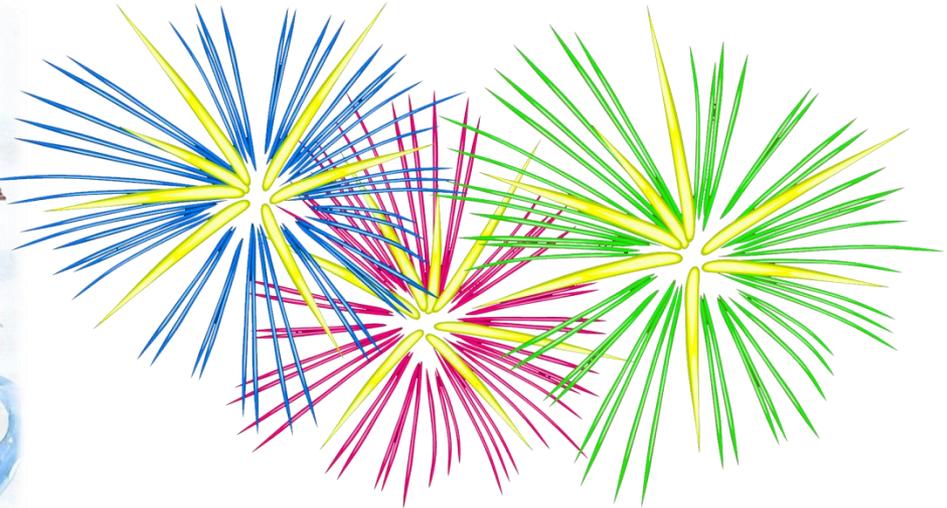
Kika's dad helped her make a special book about all the activities she did.

Would you like to make an album or a diary? What would you put in it?

Some days when Kika got frustrated and upset,
her mum helped her imagine the different
adventures she and Kai would have when they got
together again.

And finally, that day arrived...





How are you going to celebrate when Corona is gone?