



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)

Issue 26: JANUARY 2022

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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 26th 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.

This issue contains information about conferences, new publications in the field, books and projects on SEL. At the end there is a short story which has been written by a student, to be read to a pre-school child during the COVID-19 lockdown.

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 newsletterensec@gmail.com 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.

We express our gratitude to all who contributed to the spreading knowledge and kindness in this period of time and wish you will be safe and healthy, inspired for the time to come!

Thank you!

Enjoy reading and keep safe!

UPCOMING CONFERENCES & EVENTS

8TH ENSEC CONFERENCE – 30TH OF JUNE – 3RD OF JULY 2022,
SUCEAVA, ROMANIA

www.ensec-conference.eu



Universitatea
Ștefan cel Mare
Suceava

Call for Abstracts: 2022 ENSEC Conference on Social Emotional Learning and Positive Development

THIS EDITION WILL HAVE AN HYBRID FORMAT

YOU ARE WARMLY INVITED TO BE PART OF A UNIQUE SEL EVENT, IN SUCEAVA, ROMANIA, IN 2022, FROM 30TH OF JUNE TO 3RD OF JULY

The second Call for Abstracts is now open for the 2022 ENSEC Conference on Social Emotional Learning and Positive Development to be held on 30th June - 3rd July 2022 at the Ștefan cel Mare University from Suceava, Romania.

The conference will address many of the major issues that face us currently, locate and contextualize theory and practice and provide an opportunity for theoretical discussion and dissemination of research in this field.

The main themes of the conference include Cross Cultural Perspectives on Social and Emotional Learning fostering Positive Development, Mental Health in Schools, Teacher Training in Mental Health and Social – Emotional Learning, Promoting Resilience through Education, Social Emotional Learning for Adults and Inclusive Communities.

Inspiring keynote speakers are to be invited from outstanding universities to share their expertise in social- emotional learning: **Dr. Stephanie Jones** and **Dr. Marc Brackett** from USA, **Dr. Adrian Opre** from Romania, **Dr. Marcelino Cabrera** from EU– Joint Research Centre.

You are warmly invited to submit abstracts for **papers, posters, symposiums or workshops** for the conference. The registration is open.

Please submit abstracts (English language) of not more than 250 words through the online submission system at www.ensec-conference.eu

The closing date for submission of abstracts is 31st of March 2022. More information: adina.colomeischi@usm.ro

Suceava, 15th of January 2022

THE 8TH ENSEC CONFERENCE – KEYNOTE SPEAKERS

**Gerald S. Lesser Professor in Early Childhood Development at Harvard
Graduate School of Education**



Stephanie Jones' research, anchored in prevention science, focuses on the effects of poverty and exposure to violence on children and youth's social, emotional, and behavioral development. Over the last ten years her work has focused on both evaluation research addressing the impact of preschool and elementary focused social-emotional learning interventions on behavioral and academic outcomes and classroom practices; as well as new curriculum development, implementation, and testing. Jones is a recipient of the Grawemeyer Award in Education for her work with Zigler and Walter Gilliam on *A Vision for Universal Preschool Education* (Cambridge University Press, 2006) and a recipient of the *Joseph E. Zins Early-Career Distinguished Contribution Award for Action Research in Social and Emotional Learning*

Prof. Marc Brackett – Yale University



Marc Brackett, Ph.D., is the Founder and Director of the [Yale Center for Emotional Intelligence](#) and a Professor in the Child Study Center of Yale University. He is the lead developer of [RULER](#), an evidence-based approach to social and emotional learning that has been adopted by nearly 2,000 pre-K through high schools across the United States and in other countries. He also serves on the Board of Directors for the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Dr. Marcelino CABRERA, European Commission Joint Research Centre



Marcelino Cabrera is a senior researcher at the Human Capital and Employment Unit, Joint Research Centre (European Commission). He is currently in charge of studies on Key Competences for Lifelong Learning, including the Digital (DigComp), and the “Personal, Social and Learning to Learn” competences. He is co-author of the conceptual framework “LifeComp”. He is also leading work on Education for Environmental Sustainability and several studies on Artificial Intelligence in Education. Marcelino has a large research experience on the Cohesion policies, including the Smart Specialization of Regions, eHealth, eGovernment, and digital technologies for social inclusion. He is experienced in communicating European policies and holds degrees in Mathematics, Computer Science, and Psychology.

Contact: European Commission Joint Research Centre (JRC) - Unit Human Capital and Employment. Edificio Expo - Calle Inca Garcilaso 3; E-41092 Sevilla – Spain.

Prof. Adrian OPRE, Babeş – Bolyai University, Cluj – Napoca, Romania



Dr. Adrian Opre is a tenured professor at the Psychology Department of Babeş-Bolyai University. His competence domains are: cognitive and educational psychology, personality psychology, applications of cognitive sciences in education. Over the past 12 years, dr. Opre’s preoccupations have focused primarily on the socio-emotional development programs for children and young persons. The most relevant outputs are Self kit (www.selfkit.ro) and DASECA Programs. Adrian Opre was director/ coordinator or member in over 20 research projects/ development-research projects and published as a first author or co-author over 75 studies in scientific journals, ISI indexed – over 30, reviewed in international databases or acknowledged by the scientific community; he published 5 books as a first/primary author, 6 books as co-author and 18 book chapters.
(see www.psychology.ro)



Suceava Fortress, January, 2022

NEW PUBLICATIONS

**HOW TO GO TO KINDERGARTEN AND PRIMARY SCHOOL TEAR-FREE? –
Support for socio-emotional well-being of children during
transition and adaptation as a part of book series *Psychology of child well-being*,
vol. 2**

At the beginning of April 2021. e-book „How to go to kindergarten and primary school tear-free? – Support for socio-emotional well-being of children during transition and adaptation“, as a part of book series *Psychology of child well-being*, vol. 2 was released. It is authored by Associate Professor, PhD Sanja Tatalović Vorkapić, and it was released as the edition of the University of Rijeka, Faculty of Teacher Education and the City of Rijeka, Croatia. It presents the main result of the two-year scientific and professional project led by the author of the book and financed by the University for Rijeka and the City of Rijeka, European Capital of Culture 2020.

The book is written on Croatian language, published in Open source and it can be downloaded at this link: <https://repository.ufri.uniri.hr/islandora/object/ufri%3A840> .



Contact:
Sanja Tatalović Vorkapić (sanjatv@uniri.hr)
Faculty of Teacher Education in Rijeka,
Croatia

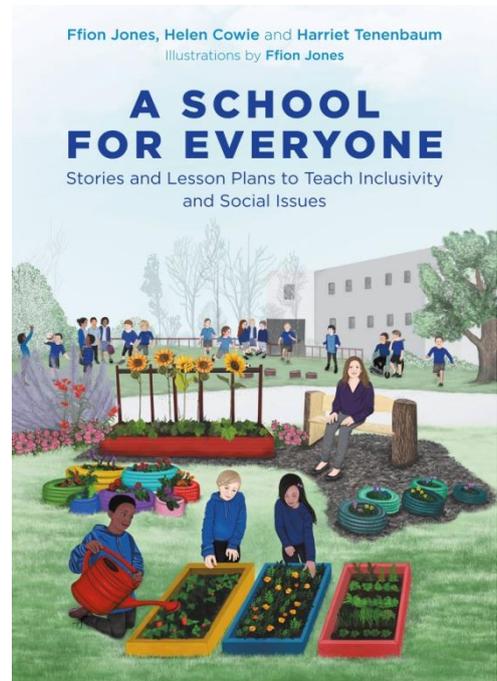
A SCHOOL FOR EVERYONE: Stories and Lesson Plans to Teach Inclusivity and Social Issues

Anti-bullying week, coordinated by the Anti-Bullying Alliance, is an annual event empowering everyone to unite against bullying. “One Kind Word,” the theme of Anti-Bullying Week 2021, which runs from 15th – 19th November, focuses on how little acts of kindness can make a huge impact and how we should all respect each other’s differences.

“A SCHOOL FOR EVERYONE: Stories and Lesson Plans to Teach Inclusivity and Social Issues” is a research-informed empathy-building discussion tool for educators that shares this anti-bullying message, encouraging respect for individuality and showing young people how they can make a difference. By increasing knowledge and understanding of a wide range of social and emotional issues, the book promotes acceptance and celebration of diversity in the school environment so that all classmates feel valued and included.

The first-person stories and activities in “A School for Everyone” aim to create contact, leading to more compassionate and inclusive classrooms, where diversity is celebrated. Just as one kind word can lead to another, our hope is that “A School for Everyone” can make a difference.

<https://uk.jkp.com/products/a-school-for-everyone>



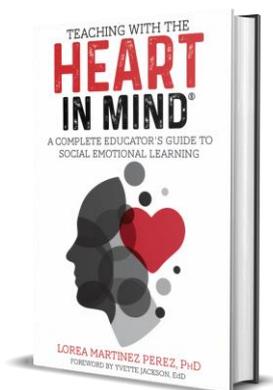
Teaching with the HEART in Mind: A Complete Educator's Guide to Social Emotional Learning

Book Description:

Creating better outcomes for your students, means academics and standardized assessments aren't enough. You need to educate hearts. With practical techniques for educators of all subjects, Dr. Lorea Martínez provides a comprehensive roadmap to the psychology of emotions, relationships, and adversity in learning. Be the best teacher you can be and infuse social emotional skills into any subject.

You'll learn:

- How to create a safe, supportive school environment for more positive academic mindsets.
- A 3-step process to infuse HEART skills into lesson planning.
- Indicators of mastery for each skill in the HEART in Mind program.
- Tools for teachers to develop their own social and emotional capacity.
- Over 90 activities to implement SEL into your classroom – even virtually!



Author Bio:

Dr. Lorea Martínez is the award-winning founder of HEART in Mind, a company dedicated to helping schools and organizations integrate Social Emotional Learning (SEL) in their practices, products, and learning communities. An educator who has worked with children and adults internationally, Dr. Martínez is a faculty member at Columbia University Teachers College, educating aspiring principals in Emotional Intelligence. Her new book for educators, [Teaching with the HEART in Mind](#), is currently available in English and Spanish. Previously, she was a special education teacher and administrator. She frequently blogs about how to incorporate SEL in teaching practices and parenting at loreamartinez.com.

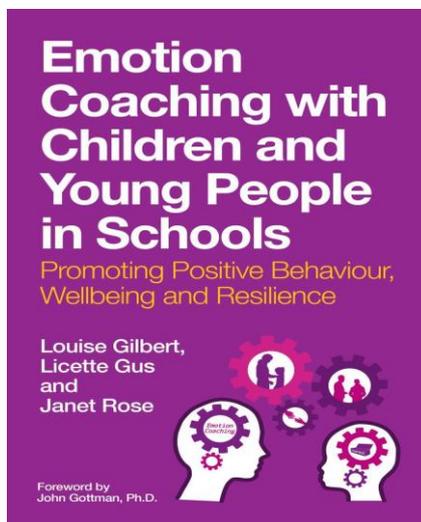
<https://loreamartinez.com/book/>

EMOTION COACHING WITH CHILDREN AND YOUNG PEOPLE IN SCHOOLS

Emotion Coaching is a communication strategy which supports children and young people to self-regulate and manage their stress response. Originally noticed as a way some parents communicate with their children around challenging emotions, Emotion Coaching has been shown to be highly successful in educational settings too. The authors, Louise Gilbert, Licette Gus and Janet Rose pioneered the introduction of Emotion Coaching into UK (primary and secondary) and community settings.

Each of the chapters include straightforward descriptions, case studies and vignettes, practical tips and singpositng to resources. This book supports adults to promote empathic responses to emotional situations, helping children and young people understand their emotions and manage their responses long-term.

Emotion Coaching with Children and Young people in schools was published in September 2021 by Jessica Kingsley Publishers. www.uk/jkp.com
The book was shortlisted as one of the best educational reads over the 2021 summer.



Contact:
Emotion Coaching UK
www.emotioncoachinguk.com

INTERNATIONAL JOURNAL OF EMOTIONAL EDUCATION VOL 13 ISSUE 2

The second issue of Volume 13 of the International Journal of Emotional Education (IJEE) has just been published. It contains research papers on the acceptability of bilingual guided meditation to second language learners and their teachers in a culturally diverse and economically disadvantaged school setting, age and sex differences in the differentiation of anger expression and interpersonal contexts among adolescents, school teachers' perceptions and practices in relation to social and emotional learning, the mental health and psychological wellbeing of LGBTQ+ university students, and the adaptation of a school climate survey in primary schools. The IJEE is an indexed, electronic 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.

**INTERNATIONAL JOURNAL OF EMOTIONAL EDUCATION- THEMATIC ISSUE
NOVEMBER 2022
CLIMATE CHANGE AND SOCIAL-EMOTIONAL WELLBEING IN CHILDREN AND
YOUNG PEOPLE**

2021 may be remembered as the year of global warming and climate change not only because the landmark UN Climate Change Conference (COP26) and the Glasgow Climate Pact, but also because of the extreme weather patterns experienced by countries across the globe. The impact of climate change on physical, health, social and emotional wellbeing is becoming an increasing matter of concern as people struggle with unprecedented extreme weather patterns and dark forecasts for the years to come.

In this thematic issue we would like to give a platform to this issue with a particular focus on the social and emotional wellbeing of children and young people. In particular, we would welcome contributions that deal with the direct impact of climate change on children and young people's mental health, as well as the ways in which young people's perceptions about climate impact on their social-emotional well-being and the potential for emotionally resilient responses and climate change. We would also like to explore the relationship between social and emotional learning and climate change and how social and emotional education may make a positive contribution to constructive human responses to climate change. A major concern is the need to develop understandings of how to support young people to comprehend the nature of anthropomorphic climate change and its likely remedies whilst protecting them from pathological levels of anxiety and depression.

These are some of the questions that we feel need to be addressed:

1. How are young people's mental well-being influenced by different sources of information about the nature of climate change?
2. To what extent is fear of climate change a positive and/or negative factor in shaping young people's attitudes towards their future lives?
3. What are the optimal ways of promoting emotional resilience in the face anthropomorphic climate change.

Papers (no longer than 7000 words) may be submitted until 31st March 2022 through the normal Journal's submission procedures (www.um.edu.mt/ijee)

Guidelines for authors may be found at www.um.edu.mt/ijee/guidelines

IJEE is an indexed open access journal with no charges for authors

For further information please contact natalie.galea@um.edu.mt

**EXPERIENCES OF SOCIO-EMOTIONAL EDUCATION IN A SCHOOL IN THE CITY OF
COPENHAGEN, DENMARK**

In a framework of socio-emotional education for the development of emotional competencies in children, having a memory of the methodologies developed is really important. The project about a jobshadowing in Denmark analyses the investigation on methodologies and strategies implemented by teachers to promote the wellbeing of the students.

The participants have been teachers and children from a school located in the district of Nørrebro in the city of Copenhagen, selected for analysing how their teaching style addresses emotional

education goals. The approach of the research is qualitative, through the development of a participant observation process and an immersion in the field where the researcher/observer has an active role.

Currently, a socio-emotional education practice project is being implemented with pupils of 8 years old, working on emotional awareness and self-management. It is planned to implement the activities during the coming year collecting final data in June, before the summer break.

DOI: <https://doi.org/10.22458/ie.v23iespecial.3809> URL:

<https://revistas.uned.ac.cr/index.php/innovaciones/article/view/3809>

Contact: Alessia Lalomia Universidad de Murcia, España

alessia.lalomia@um.es

PROJECTS ON SEL

THE PROMEHS PROJECT: NATIONAL CLOSING CONFERENCES

“PROMEHS: Promoting mental health at schools” is an Erasmus + Key Actions 3 project co-funded by the European Commission and designed to develop, implement, and evaluate an evidence-based mental health promotion program. Started in 2019 and led by Prof. Ilaria Grazzani from the University of Milano-Bicocca, it gradually goes towards its end in 2022. Six European Countries have been involved in the project, namely Italy, Croatia, Greece, Latvia, Romania, Portugal, and Malta. Overall, more than 10000 students, 10000 teachers, and 8000 parents took part in the experimentation. Preliminary results are encouraging and suggest that the more the PROMEHS curriculum is implemented in the classroom, the more students’ mental health improves. Moreover, teachers benefitted from participation in the project, reporting an improvement in their wellbeing, a greater sense of effectiveness in classroom management, and a decrease in work-related stress. To begin the dissemination of these findings and to highlight the importance of improving mental health in the school communities, the Countries of the consortium are in charge of organizing the National Closing Conferences.

The University of Latvia (Latvia) “started the dance” on October 19, 2021, with a live streaming conference attended by more than 700 participants. The event was endorsed by the Minister of Education and Science of Latvia, who held the opening speech, and by the ex-president of Latvia, who wrote a letter supporting the PROMEHS project that was read during the conference. Some representatives of schools involved in the project were also invited to have a discussion about their positive experience with PROMEHS.

The University of Milano-Bicocca (Italy) organized an online event, held on November 24, 2021, and attended by more than 100 people (teachers, head teachers, students, parents, policy-makers, etc.). Prof. Maria Grazia Riva, Pro-rector at the University of Milano-Bicocca, held the opening speech, and Dr. Patrizia Garista, researcher from INDIRE (National Institute for Documentation, Innovation and Educational Research), was invited as Keynote speaker. During an interesting round table, representatives of head teachers, teachers, and students reflected on their participation in the project and described the benefits PROMEHS brought in their lives.

The University of Patras (Greece), the University of Rijeka (Croatia), the Stefan cel Mare University of Suceava (Romania), the University of Lisbon (Portugal), and the University of Malta are still organizing their Closing Conferences. The online or face-to-face events will be held at the beginning of next year.

For updates and further information:

- Website: www.promehs.org
- Facebook: www.facebook.com/promehs
- LinkedIn: www.linkedin.com/company/promehs-promoting-mental-health-at-schools
- YouTube:
<https://www.youtube.com/channel/UCtA4vDd54uavNHuOQRoKuPg?reload=9>
- Research Gate: <https://www.researchgate.net/project/Promehs-Project-Promoting-Mental-Health-at-Schools>

RESEARCH PROJECT: CHILD WELL-BEING IN FAMILY CONTEXT CHILD-WELL

Child well-being is a multidimensional construct that encompasses cognitive, behavioral and emotional regulation, social competence, and subjective well-being of children. There is relatively little research of changes in different domains of well-being, especially in domains of subjective well-being, in middle childhood and during transition to adolescence. The nature and direction of these changes in different well-being domains are not quite clear. Research shows that characteristics of parents and families are important predictors of different aspects of child well-being. It is therefore important to explore the role of the family context in the development of child well-being. The role of digital media in predicting the well-being of children will also be examined. In this research project longitudinal-sequential cohort study has been used to examine the (in)stability of different child well-being domains and to explore the contribution of different characteristics of the family context and parental behavior in prediction of child well-being. During 4 years (2020-2024), 3 waves of research will be conducted with children aged 9, 10 and 11. In all three waves, children will evaluate their own subjective well-being and digital technology usage, parents will assess cognitive, behavioral and emotional regulation of children, family well-being and parental behavior, and teachers will assess the child's social competences. It is expected that family characteristics will predict the well-being of children directly and through parental behavior separately for mother and father. The results of this research will enable the understanding of the changes and determinants of child well-being in middle childhood and early adolescence.

The study includes four age cohorts of elementary school students (students aged 9, 10, 11 and 12 years) which will be followed for three consecutive years. Three waves of field research will be carried out with parents, children and classmates. At present, the first wave has been accomplished. So far, more than 1400 families have participated in the research.

Researchers in the project are from various countries and institutions: Institute of Social Sciences Ivo Pilar in Zagreb, Croatia, Washington University in St.Louis, USA,

Faculty of Teacher Education, University of Zagreb, Croatia, [Faculty of Croatian Studies](#), University of Zagreb, Croatia, The University of Girona, Spain, The University of South Dakota, USA and Department of Applied Social Sciences, The Hong Kong Polytechnic University.

Project Coordinator is professor Andreja Brajša-Žganec, Ph. D. She is an expert in the socio-emotional development of children and family context and has been engaged in the study of the subjective well-being of children for many years. Andreja Brajša-Žganec is a scientific adviser with tenure at the Institute of Social Sciences Ivo Pilar.

Contacts and further information:

- Project coordinator: andreja.brajsa.zganec@pilar.hr
- Web page: <https://child-well.cloudaccess.host/>; <https://www.pilar.hr/2020/02/child-well-dobrobit-djeteta-u-kontekstu-obitelji/>
- Facebook: <https://www.facebook.com/ChildWellHr>

SEL INITIATIVES

INTERNATIONAL SUMMER SCHOOL 2022

BUILDING RESILIENCE AND SOCIAL AND EMOTIONAL COMPETENCE IN SCHOOL CHILDREN: A WORKSHOP FOR PRACTITIONERS

UNIVERSITY OF MALTA, 12TH 16TH SEPTEMBER 2022

This one week workshop is for educators and practitioners who would like to implement resilience and social and emotional learning programmes in schools and other educational settings. It includes training in the resilience programme *RESCUR Surfing the Waves* and the *HOPEs Positive Education* programme, which will both be made available free of charge to course participants. The sessions will be organised in the form of experiential, interactive and skills-based activities. It should be particularly useful for school staff and practitioners working with children in educational settings, both formal and non formal. The workshop is accredited by the University of Malta. It will be held face to face at the University of Malta Valletta Campus between 12th and 16th September 2022 and is led by experienced trainers in resilience and social and emotional learning. Registration forms and further details may be found at rachelle.mifsud@um.edu.mt

THE PSYCHOLOGY OF CHILD WELL-BEING: NEW COURSE FOR TEACHERS IN CROATIA

With the aim of harmonization between constant changes in contemporary childhood needs, needed competencies among early childhood educators and primary school teachers, and the galloping advancement in psychological science, a new course named *PSYCHOLOGY OF CHILD WELL-BEING* has been implemented and started at the University of Rijeka, Faculty of Teacher Education. This is the first course with this aim and content in Croatia. Its general objective is to acquaint the students with the contemporary knowledge from the field psychology of child well-being and positive psychology as the youngest branch of psychology. It is aimed at strengthening and optimizing positive dimensions, strengths, and potentials in individuals, as a fundamental way to develop resilience, socio-emotional competencies, and the overall psychological well-being and mental health, both on an individual level of future teachers and in work with children. Given that the basic prerequisite for strengthening child well-being is to strengthen the well-being of professionals working with children, teaching will be aimed at acquiring competencies in this area in relation to oneself, one's own personal growth and development, and in relation to the needs of working with children. The course aims to provide modern knowledge in the field of the Psychology of child well-being, which can provide a better quality of life, both for the students themselves and within the application of this knowledge in working with preschool children. The course content is comprised of: Introduction to the psychology of child well-being; Positive states and positive emotions; Positive thinking, human strength and virtues; Psychology of well-being, subjective well-being, adult well-being, child well-being, developmental perspective of well-being; Contemporary perspectives and a multifactorial approach to the study of child well-being; Positive motivation, positive relationships, and positive institutions, society, community; Psychology of well-being in the educational context; Risk and protective factors of psychological aspects of child well-being; Resilience, socio-emotional learning, and mental health; Preventive programs for strengthening child and youth well-being; Contemporary research and methodology of the psychology of child well-being. The course is held on Croatian and English language, i.e. for Croatian students and for YUFE universities network students, and it is the part of project, which develops the e-courses within the virtual university campus funded by the University of Rijeka. The course is elective; it is lectured online, at the real time once a week within two hours of lectures, with additional exercises and seminars for students. It is the part of two study programs: University integrated undergraduate and graduate study of Primary School Education and University graduate study of Early and Preschool Education.

Contact: Sanja Tatalović Vorkapić, Ph.D. Associate Professor
University of Rijeka
E-mail: sanjatv@uniri.hr

SEL WORKSHOP

The Mulberry Bush Organisation in Oxfordshire UK is a charity working with emotionally troubled and traumatised children and their families. MB was founded in 1948 and provides residential care and educational provision for up to twenty children between the ages of 5 -13 years (see <https://mulberrybush.org.uk/>) On 10th May 2022 at 3.30pm UK time, the MB International Centre Research Group (ICRG) will be holding a training session on research focusing on nurture groups in Malta and the UK.

For more information and to book a place please see:

<https://www.eventbrite.co.uk/e/looking-at-nurture-in-educational-environments-tickets-212410835527>

SEL STUDY PROGRAM

Oxford Brookes University (UK) is working with the charity SEBDA (www.sebda.org) to offer online Masters level study in Social Emotional and Mental Health needs. For more information please see <https://www.brookes.ac.uk/courses/postgraduate/social-emotional-and-mental-health-difficulties/>

ENSEC CALL

CALL FOR APPLICATIONS FOR NEW ENSEC CHAIRS 2022-2025

ENSEC is receiving applications for the post of ENSEC Chair 2022-2025, starting from June 2022, with a transition period April-June 2021. Successful applicants will be part of a small team of joint chairs working collaboratively to facilitate the operation of the Network and coordinate its activities. Amongst other responsibilities, the team will be responsible to organise and participate regularly in the Chairs's meetings, to report decisions to members, to disseminate information about ENSEC's and members' activities, to publish the quarterly newsletter, to organise the ENSEC conference every two years, to maintain and regularly update the ENSEC website and Facebook, to facilitate and promote research projects amongst the members, and to monitor ENSEC's activities according to the agreed objectives. Applicants must be ENSEC full members for at least two years and need to submit a letter of application for the post and a three-year plan of action detailing what they plan to do during their time as ENSEC chair. Letter of application and plan of action are to be sent by email to ensec.europe@gmail.com (with subject: application ENSEC chair) by not later than 28th February 2022. Further information may also be obtained from the ENSEC chairs



Università
degli Studi
di Palermo



VIII ICEI 2022

INTERNATIONAL CONGRESS ON EMOTIONAL INTELLIGENCE

FROM **31** AUGUST TO **02** SEPTEMBER **2022**

PALAZZO CHIARAMONTE STERI
PALERMO, ITALY



SAVE the **DATE**

icei2022-palermo.it

Kika stays at home



By Liron Marlow-Miron

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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.

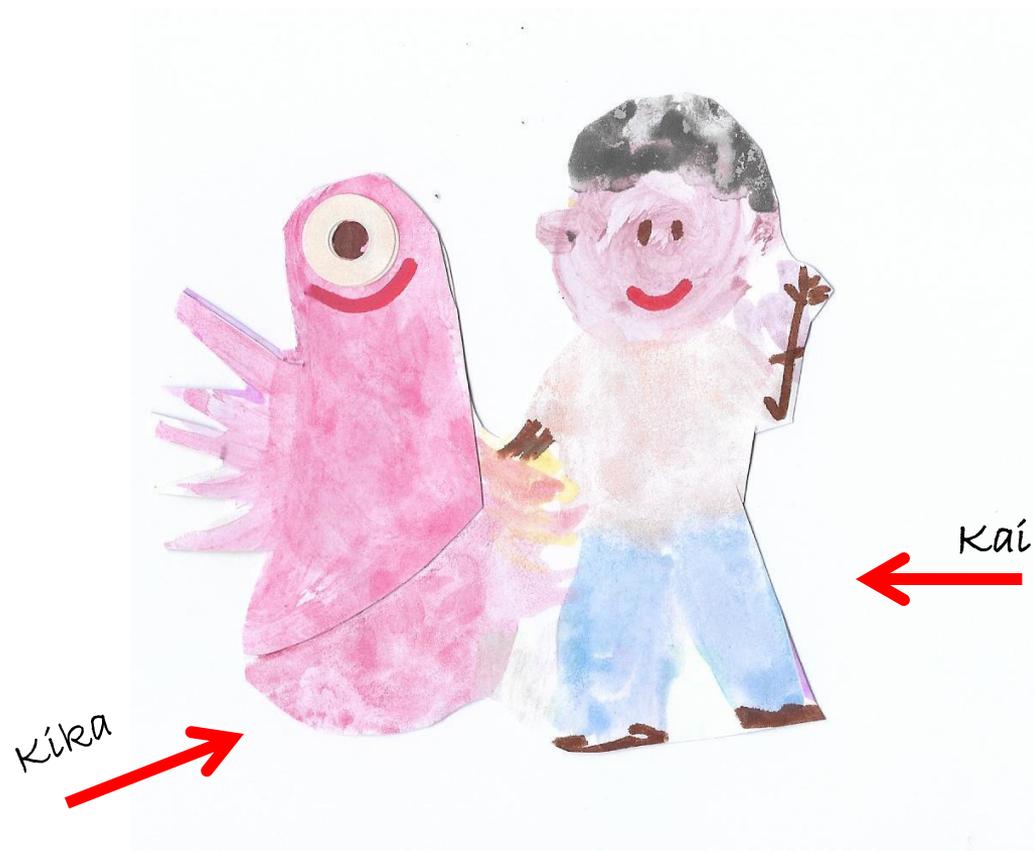
I wanted to try and explain what 'Corona' is without scaring them. I wanted to recognise and name the difficult feelings we have at this difficult time, but also to promote resilience and a positive outlook.

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.

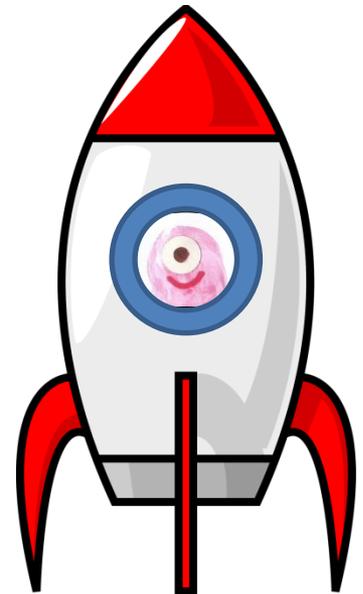


Kika's dad helped her make a special book about all the activities she did.

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?