chapter aim 1) to introduce the topic, 2) to deepen the consciousness of the children about its character strengths, 3) give 3 tips to develop the strength 4) give examples of job using this strength 5) give precise advices to parents and teacher to take this strength in account in the classroom or in family life. The children are invited to choose 5 strengths on 24, and become "strengths ambassador", they are given a little diploma, telling he knows his strengths, and can help his friends to find out theirs. The first results of using this tool are encouraging from the point of view of children, teacher and parents with higher rate of self esteem for all, better integration of strengths topic as founded by Niemiec, & McGrath, (2019).

Keywords: Strength-based parenting, positive psychology, strengths-spotting practices, strength culture, educational context.

References

Cherif, L., Wood, V. M., & Watier, C. (2020). Testing the effectiveness of a strengths-based intervention targeting all 24 strengths: Results from a randomized controlled trial. Psychological Reports. https://doi.org/10.1177/0033294120937441

Coppley, J., & Niemiec, R. M. (2021). Character strengths interventions in education systems. In M. L. Kern & M. L. Wehmeyer (Eds.), The palgrave handbook of positive education (pp. 395-420). Cham, Switzerland: Palgrave Macmillan. https://doi.org/10.1007/978-3-030-64537-3_16

Lavy, S. (2019). A review of character strengths interventions in twenty-first-century schools: Their importance and how they can be fostered. *Applied Research in Quality of Life*. http://doi.org/10.1007/s11482-018-9700-6

McGrath, R. E., Han, H., Brown, M., & Meindl, P. (2020). What does character education mean to character education experts? A prototype analysis of expert opinions. Journal of Moral Education. DOI: http://doi.org/10.1080/03057240.2020.1862073

Niemiec, R. M., & McGrath, R. E. (2019). The power of character strengths: Appreciate and ignite your positive personality. Cincinnati, OH: VIA Institute on Character.

Peterson, C., & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. New York: Oxford University Press and Washington, DC: American Psychological Association.

Regourd Laizeau, M., Gay, P., Verger, N., Bressoud, N., & Shankland, R. (2018). Booklet "In the world of character strengths": Consequences on wellbeing on a population of 7-12 years old. Paper presented at the 9st European Conference on Positive Psychology, Budapest, Hungary.

Shubert, J., Wray-Lake, L., Syvertsen, A. K., & Metzger, A. (2018). Examining character structure and function across childhood and adolescence. Child Development. Advance online publication. http://dx.doi.org/10.1111/cdev.13035

Waters, L. (2015). The relationship between strength-based parenting with children's stress levels and strength-based coping approaches. *Psychology, 6,* 689-699.

Waters, L., Loton, D., & Jach, H. (2018). Does strength-based parenting predict academic achievement? The mediating effects of perseverance and engagement. *Journal of Happiness Studies*, 1-20.

Waters, L. (2020) Using positive psychology interventions to strengthen family happiness: A family systems approach, The Journal of Positive Psychology, 15:5, 645-652, doi: 10.1080/17439760.2020.1789704

Waters, L. & Loton, D. (2021). Tracing the growth, gaps, and characteristics in positive education science: A long-term, large-scale review of the field. *Frontiers in Psychology.*

Waters, L. & Higgins, M. C. (2022). The impact of a teacher-based positive education intervention on student wellbeing literacy. *Journal of School and Educational Psychology.*

PROMOTING MENTAL HEALTH AT SCHOOL: IMPLICATIONS FOR TEACHERS' PERSONAL DEVELOPMENT

Aurora Adina Colomeischi
Department of Sciences of Education, Stefan cel Mare University from Suceava (Romania)

Abstract
The paper presents the results of an experimental study developed in order to test the efficiency of a mental health curriculum, especially the impact on the teachers' personal development. The curriculum is developed under an Erasmus project and it was validated in trails in six countries. The present study intends to measure the effects of program implementation on teachers' personal development. The experimental design involved 104 teachers, 61 in experimental group and 43 in control group. The

experimental group received a training in mental health promotion at school and they implemented approximately 12 activities at class, during the second semester of the academic year 2020 – 2021. The variables measured are teacher self-efficacy (efficacy for student engagement, efficacy for instruction strategies and efficacy for classroom management), resilience and teachers' social- emotional competence. The results indicate a raising of competencies of teachers in experimental group comparing with control group, considering two moments of measurement, pre and posttest.

Keywords: Social-emotional competence, resilience, teachers' self-efficacy, mental health.

STUDENTS PERCEIVED ACADEMIC STRESS, SENSE OF BELONGING, ADAPTABILITY, SPORTS AND DEPRESSION IN THE SECOND YEAR OF THE PANDEMIC

Martina Feldhammer-Kahr, Martin Arendasy, & Manuela Paechter
[1]Institute of Psychology, University of Graz (Austria)

Abstract
The COVID-19 pandemic has been challenging for academia. Educators and students hopes for a short duration of the pandemic were disappointed soon and in 2021, one year after the onset of the pandemic, most universities were still restricted to online teaching. At the same time, ensuing restrictions due to COVID-19 coupled with uncertainty about the duration of these adverse circumstances, brought high pressure for many students.
Within this background, the present study focuses on the question, to which degree students could develop and use coping mechanisms in these adverse circumstances and draw on personal resources such as sense of belonging, adaptability, and stress-outbalancing behaviors like sports. The aim of this study was to evaluate Austrian students perceived academic stress and was conducted from May to July 2021. Altogether, 202 students, 71 males (35.1%) and 131 females (64.9%) between 18 to 52 years old (M=23.74, SD=5.26) participated. Statistical analyses found significant correlations between perceived academic stress and sense of belonging (socially and organizationally), adaptability, depression, but no significant correlation with sports. In the regression, three variables significantly contributed to the assessment of academic stress. Adaptability and sense of belonging to a peer-group as well as adaptability decreased perceived academic stress. In contrast, depressive symptoms were positively related to academic stress. Altogether, 34.0% of the variance could be explained by the regression equation. Higher levels of perceived academic stress could mostly be explained by a lack of adaptability to the actual situation and sense of belonging to a peer group but a higher amount of perceived depression.
These results point at measures that can be taken to alleviate students' stress. Perceived academic stress and mental-health problems like depressive symptoms should not be taken too lightly, as they do not only concern only individual students, but have consequences for the university as a whole.

Keywords: University students, sense of belonging, perceived academic stress, adaptability, sports.

CHILDREN'S CREATIVITY TO CO-CREATE HEALTHY CORRIDORS

Gonçalo Canto Moniz, Vitório Leite, & Beatriz Caitana da Silva
Centre for Social Studies, Universidade de Coimbra (Portugal)

Abstract
The inclusive urban regeneration aims to engage all citizens in the co-creation of solutions for their territory, namely their public space, as a more just, resilient and sustainable space. The European project URBiNAT, funded by H2020, is involving schools and children to participate in the co-creation of healthy corridors to face territorial, social and environmental challenges through their experience, knowledge and creativity. Although URBiNAT is developing activities in seven European cities, our aim is to analyse a group of activities that took place in four elementary schools in Campanhã, Porto.
The aim of this paper is to analyse the creative process developed by children in different stages of the co-creation process, firstly, in the diagnostic of needs, uses and dreams and, secondly, in the co-design of common goals and ideas to integrate the healthy corridors.