Supplementary Materials for

Effectiveness of psycho-educational intervention to promote mental health focused on emotional intelligence in middle-school

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1.   **Table 1: Work-units of the handbook**
2.   **Unit 18. Structured problem solving for practical problems**

SUPPLEMENTARY MATERIALS

Table 1
Work-units of the handbook

1	Introduction: purposes, limits and structure
2	How to give constructive feed-back; the importance of distinguishing judgments concerning behaviours/persons, desires/needs and different degrees of emotions
3	Defining enjoyable personal goals. A list of enjoyable activities with criteria to choose them.
4	A SMART goal. How to define it with the following criteria: specific, measurable, aiming to prompt self-esteem, realistic, timing
5	Expressing positive feelings
6	Making requests in a positive way
7	Expressing unpleasant feelings
8	Active listening
9	Events, emotions and thoughts: the cognitive-behaviour-emotion model
10	Functional/dysfunctional thoughts: the mental virus
11	Worry-anxiety feeling
12	Put yourself in others' shoes
13	Self-acceptance
14	Assertive communication training
15	Improving self-discipline
16	Communicating anger
17	Controlling one's own aggressively impulses and anger
18	Structured problem-solving for practical problems
19	Maintaining progress

Unit 18. Structured problem solving for practical problems

1. Introduction (description of the unit's content)

2. Emotional roll call

Each student gives a score from 0 to 100 to her/his own mood thinking about something can have had an influence.

3. Check of the homework

Random check of the homework among 2-3 students, with a focus on their personal goals. Students are asked to report the most important thing that they have learned from the previous work session.

4. The structured problem solving

The six-step problem-solving method is introduced and six phases are illustrated:

1) pinpoint the problem or goal;
2) list all possible solutions;
3) evaluate each possible solution in terms of advantages and disadvantages;
4) choose the "best" solution;
5) plan to carry out the solution (consider existing skills and resources, required resources, impediments to the application of the plan and countermeasures);
6) review (evaluate if the plan needs to be revised).

The paragraph is designed to help students learn an effective problem solving process for use in challenging interpersonal situations where they are trying to achieve a specific goal (*e.g*, You want to go to your friends house, but your parents won't let you). They are initially solicited to clarify their current personal goals and the problems they must overcome.

The method is practically demonstrated using the Structured problem solving worksheet. Some examples of compilation of the worksheet are provided (*e.g.* for the problem: "Your parents will not let you go to your friends house until you have cleaned your room").

5. Group activity and role-plays

Students are solicited to:

1. form a group of three people. Have two members of the group who perform a role-playing exercise using the six-step problem-solving method described in the unit. Have the other member of the group who observe the exercise and provide feedback on how he/she thinks it went and what could have been done. Make sure all members of the group have a turn at being both persons in role-playing and the observer. Possible problems to be solved may include for example:- earning some pocket money;- deciding where to go for an outing;- initiating a conversation with someone you don't know but would like to get to know. These problems may generate amongst students themselves or one from those provided in Appendix of the Unit. To solve each problem on a problem solving or problem analysis worksheet;
2. in the plenary session, for each group an elected reporter describe what happened in his/her group. In particular, he describes the plan the group has made to deal with a specific problem and presents the group's efforts to solve that problem on a problem solving worksheet;
3. the facilitator gives encouragement and constructive suggestions for further efforts that may be necessary (constructive feed-backs) to each group.

6. Homework exercise

Students are invited to think of additional problems and practise problem-solving at home using the six steps in a situation where they have to solve a problem. They are solicited to write down what happened in your notebook. Also they are invited to share with a family member the 6 steps to problem solving. Group members are encouraged to help one another in implementing their plans between sessions.

At the beginning of the next session students report back on their efforts to implement the plan to solve a specific problem and the facilitator keeps the focus on teaching the process of problem solving rather than the success or failure of each student's efforts.