Empowering Mental Health in Education

YoungMinds

Module 4: *Vision and action*

International webinar
March 2026

Co-funded by the European Union

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Welcome to the 4th module of the *Empowering Mental Health in Education* training course!

A module to think and plan the pilot implementation

Today’s journey

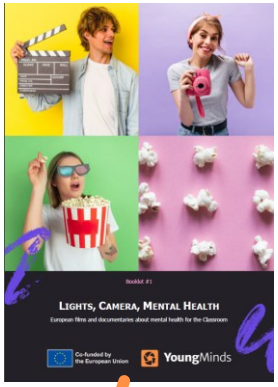
Objectives

- To understand the final steps of filmmaking, preparing teachers to promote the workshop with students.
- To deep understanding regarding the plan of pilot implementation of the *YoungMinds*.
- To develop an action plan for the piloting test phases.

Agenda

10 min	Welcome to today’s journey
10 min	What to do next
60 min	Making a short film in classroom
20 min	Mental health on screen!
15 min	Coffee break
50 min	Teachers’ action plan
10 min	Before the next sessions
5 min	Your path ahead
10 min	Closing remarks

What to do next



Selection of lesson & film(s)

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- Implement a film lesson plan in your class.

Filmmaking

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Mental health on screen!

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Making a short film in classroom

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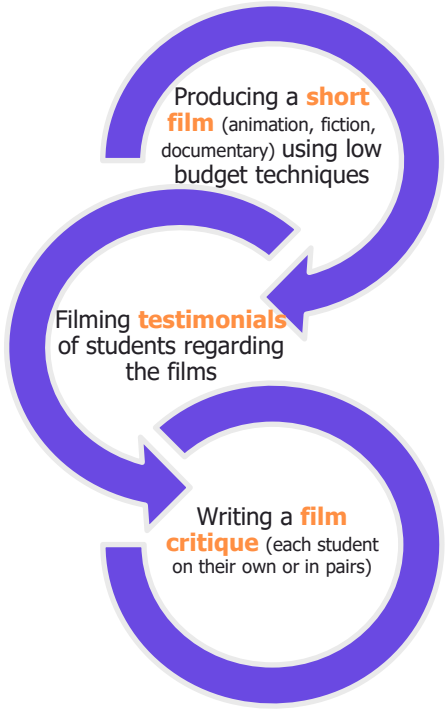
Filmmaking | How do I do that?

- In Module 2, were explored some basic exercises on filmmaking
- In Module 4 is presented a different option on production with your class:



Let's see it in practice!

Identify the main idea of the film according to the 5 key elements:

- **Subjects** | Characters of the story
- **Story** | Purpose and dramatic development
- **Viewpoint** | Who tells the story and how
- **Form** | How we represent the story
- **Audience experience**

We will watch the short film:
Alone in the library

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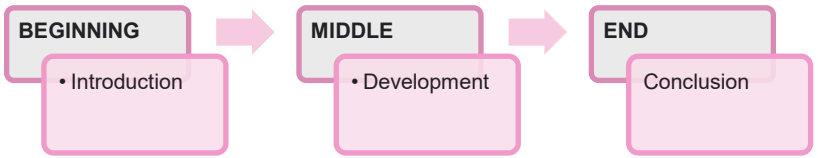
FROM IDEA TO SCENARIO | CREATE A STORYBOARD

✓ With the key elements of a story identified, a director starts designing a story tha commonly have **three part**:



✓ Create the storyboard from your selected scenario, detailing every scene of the film step by step

Storyboard

Visual, shot-by-shot outline of a story, used to plan and visualize films before production begins. It consists of a series of panels, much like a comic strip, with illustrations or images representing each scene, along with written notes describing the dialogue, action, camera angles, and other relevant details.

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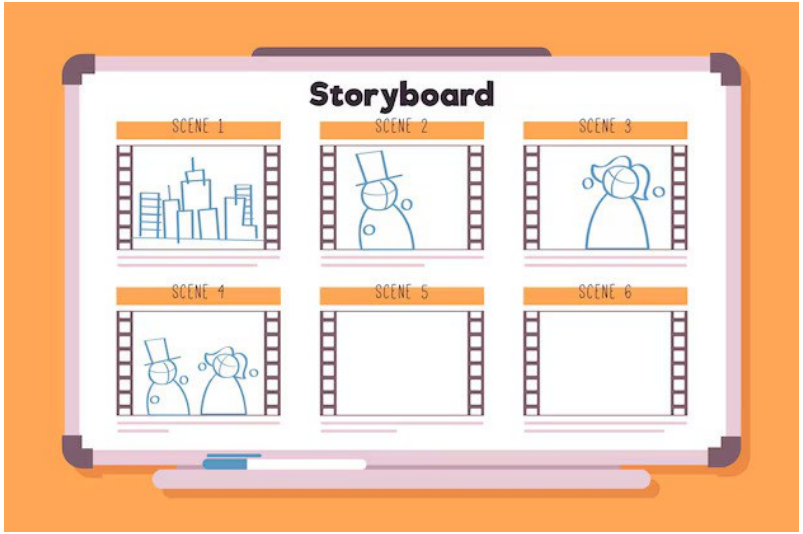
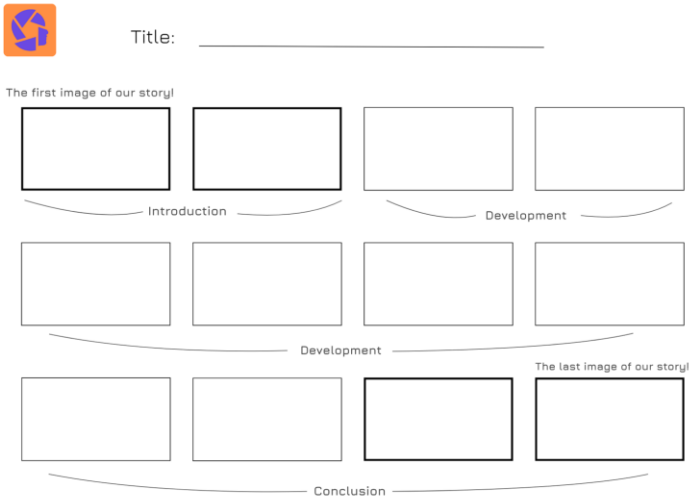
FROM IDEA TO SCENARIO | CREATE A STORYBOARD





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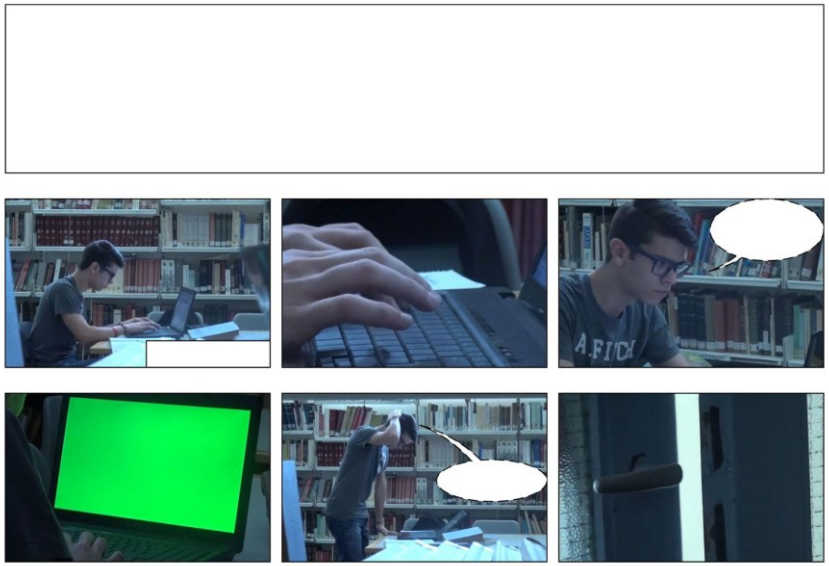
LET'S GET TO ACTION!



Create a Photo Comic for the movie Alone in the Library

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WHAT ABOUT EQUIPMENT?

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LAST TIPS WHEN CREATING WITH YOUR CLASSROOM!

- Write about **something familiar**, as you can vividly imagine and describe possible situations.
- Keep it **straightforward!** For a first project, it's best to avoid overly intricate plots.
- **Simple and effective storytelling** works best. For groups new to filmmaking, drawing inspiration from a classic narrative structure (like the actantial model) can be helpful.
- **Short and focused stories** are ideal for short films. The plot should capture just a brief moment in the characters' lives.
- And remember — there are **no strict rules!** The film could emerge from improvisation or experimentation, without a clear beginning or end, focusing instead on emotions.

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TESTIMONIALS

🎬 Before the Shooting

1. Prepare the questions
- Keep your questions open-ended.
- Focus on key themes: emotions, message, technical choices, favorite moments, or what surprised them.
- Have a few backup questions

2. Set up the space
- Choose a quiet, well-lit environment.
- Make sure the background isn't distracting.
- Use a tripod for stability

3. Brief the interviewee
- Explain the purpose of the testimonial (e.g., feedback, reflection, promotion).
- Encourage them to speak naturally — it's not a test!
- Remind them to answer in full sentences.

🎥 During the Screening

1. Framing and composition
- Frame the person in a medium close-up
- Leave some space in the direction they're looking if they're not facing the camera.

2. Sound and Atmosphere
- Use an external microphone if possible
- Avoid background noise (people talking, chairs moving, air conditioning).
- Let the interviewee pause before answering.

3. Capture Emotion
- Encourage authentic reactions: excitement, curiosity, reflection, even disagreement.

Making a short film in classroom

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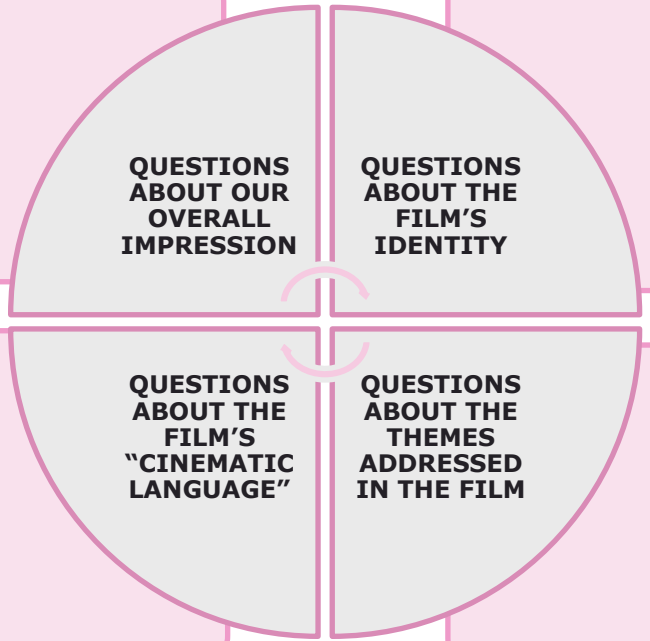
FILM REVIEW



- *Did we like the film?*
- *Was it sincere? Clear?*
- *Did it raise questions that we'll keep thinking about?*
- *Did it remind us of our own experiences?*

- *What is the title of the film?*
- *What is its duration?*
- *When was it made?*

- *What impression do the film's images make on us?*
- *Do they reflect reality as we usually experience it?*
- *What about the film's rhythm — is it fast or slow?*

- *What is the main theme chosen by the filmmakers?*
- *What do they tell us about this theme?*
- *Do their images and words convince us?*
- *What do we think about this theme?*

Making a short film in classroom

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LET'S ASK... THE CHAT!
IN BETWEEN

Identity of the Film

- In Between is a short student film about a young woman who is followed everywhere by a crocodile — a vivid metaphor for her anxiety. Through this imaginative premise, the filmmakers explore how personal insecurities can take on a life of their own.

Themes

- The main theme is the struggle with one's inner fears. The crocodile embodies the girl's timidity, showing how anxiety can grow into an overwhelming presence that isolates and torments. The film cleverly balances humor and discomfort, making us both smile and reflect.
- Personally, I found the metaphor convincing and empathetic — the creature isn't simply a monster but a reflection of something deeply human.

Cinematic Language

- The film's images are playful yet unsettling. The crocodile, following the protagonist through everyday settings, creates both absurdity and tension. The direction uses contrast — between ordinary environments and the surreal presence of the animal — to highlight the heroine's anxiety. The rhythm is brisk but never rushed, and the editing keeps the viewer alert. The sound design, alternating between silence and bursts of music, strengthens the emotional impact. The performances feel genuine, especially the actress's mix of fear, embarrassment, and determination.

Overall Impression

- In Between stands out for its originality and symbolic clarity. It turns a simple idea into a rich reflection on self-acceptance. When the film ends, we feel both relieved and thoughtful — reminded that our flaws may never fully disappear, but we can learn to live peacefully "in between" them.

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Mental health on screen!

What to do next

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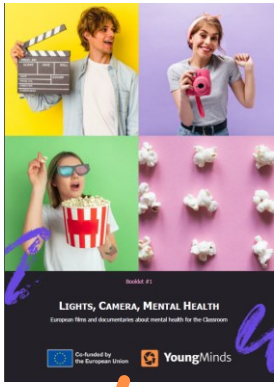

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What to do next | The plan

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		LESSON PLANS	FILMMAKING WORKSHOPS	MENTAL HEALTH ON SCREEN!
WHAT?	Unit	Nr. per teacher	Nr. per country	Nr. events per country
	Target	2	4*	2
BY WHOM?	Unit	Nr. of teachers per country	Nr. of schools	Nr. of schools
	Target	8*	2*	1
TO WHOM?	Unit	Nr. students per lesson	Nr. students per school	Nr. participants per event
	Target	20	80	60
HOW MUCH?	Unit	Duration of lesson plans	Duration of the workshop	Not applicable
	Target	45’ or 90’	90’	
		Mar/26 to Nov/26	Jun/26 to Dec/26	Jul/26 to Jan/27

* - Half from school’s partners and half from other schools

What to do next | The impact

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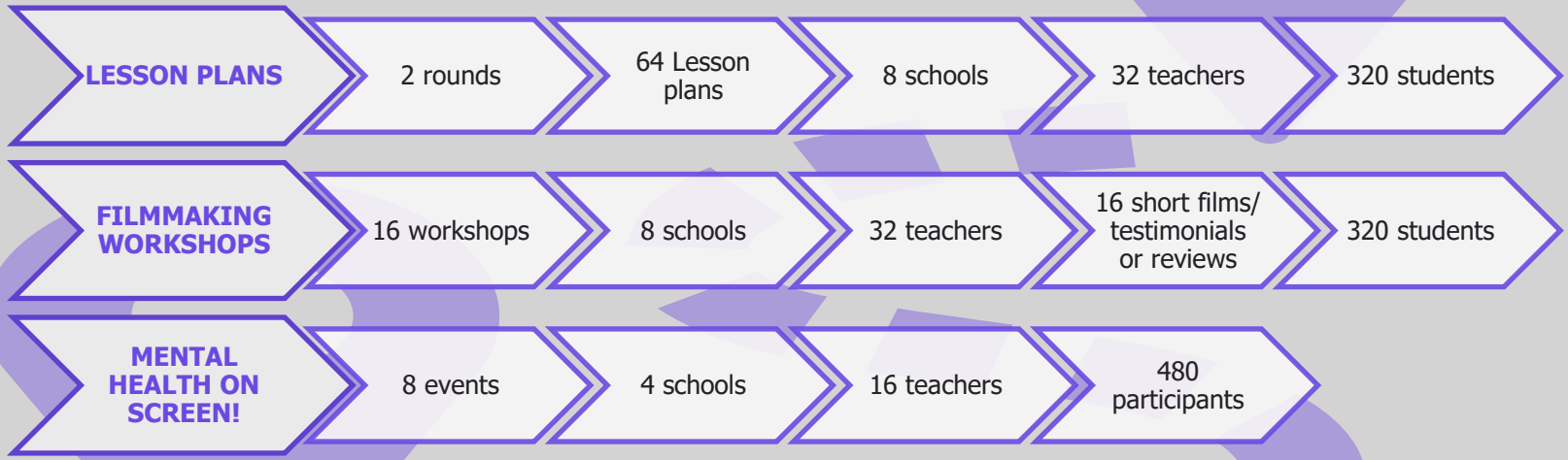

Mental health on screen: let’s watch and talk about it!

- July 2026 – January 2027
- 4 partner schools
- Short-film-festival style community events
- Programme
  - Screening of a curated film on a mental-health topic
  - Student productions (with consent)
  - Debate/round-table with audience participation
  - Showcase from associated schools abroad
- Make film-watching a social experience; promote mental health literacy and cultural awareness
- ≈480 teachers & students, parents/families, school leaders, staff, wider school community

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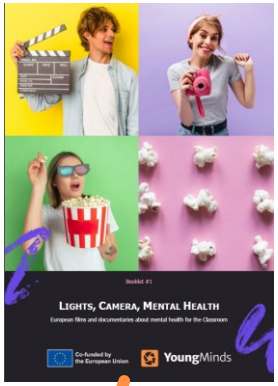
Teachers’ action plan

What to do next



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Identify goals & objectives What do you want to do and why?	**Identify space & equipment** Where you plan to do and with what?	**Define the lesson plans** Do you have in mind a lesson plan?	**Logistics & scheduling** Do you want to in class, subject, school initiative?...	**Inform & communication** How do you plan to let others now of what you are doing?
Implementation When will you implement and with whom?	**Resources** Any specific and additional resource you plan to mobilise?	**Continuous improvement** Any idea on how you will keep making it better?	**Celebration & recognition** Any suggestion to get the initiative recognised?	**Monitoring & evaluation** How will you evaluate and monitor the progress?

You have 15 minutes to reflect on this table. Consider the 1st idea that comes to your mind. In the case you don't have any idea, leave it blanch.

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Before the next sessions

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Autonomous work

A. Comprehensive reading on filmmaking:

- Tips, setting, rules and sound
- Testimonials and film review

B. Action plans:

- Take notes on possible ideas for the implementation

Autonomous work Module 4

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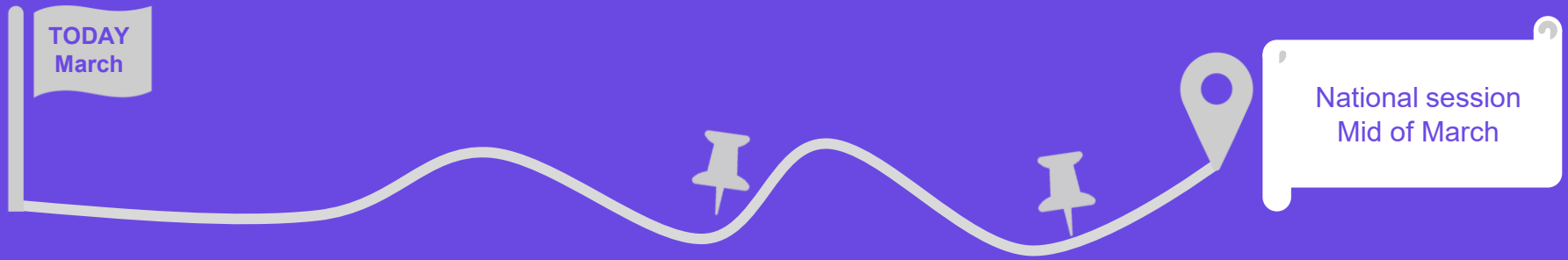
Your path ahead

What’s next?



Autonomous work

Explore the handbook, join a colleague and choose 1 lesson

THANKS!

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