

## **The key content topics for promoting adolescents' well-being in school**

*Marek Bula*

Masaryk University, Czech Republic; marek.bula@mail.muni.cz

Adolescents' mental health is increasingly under threat (Gunnell et al., 2018). An emerging key to protecting them is the enhancement of their well-being (Lew et al., 2019; Zhou et al., 2020), which is fundamental to their development (Gilman & Huebner, 2003). Moreover, it could help to increase their ability to be satisfied with life in adulthood (Seligman & Csikszentmihalyi, 2000). Also, it could improve their academic achievement (Borman et al., 2019).

The study aims to reveal which types of 1) content and 2) implementation of school prevention programs effectively promote adolescents' well-being. We used a review study by Mareš (2013) and thematic analysis tools (Braun & Clarke, 2006) to reach these goals. The studies of prevention programs were acquired from the database Web of Science using the following search terms: adolescence, school, well-being, and prevention. We collected 1212 records which we reduced to 22 by exclusion criteria. Thematic analysis revealed the four main program content themes: (1) emotions, (2) strengths, (3) relationships, and (4) mindfulness.

The articles' analysis found no relationship between the program's effect and its realization. However, the program's topics are in line with the program's effect. Successful programs always contained the topics of (1) relationships or (2) strengths. Furthermore, we found that when well-being increased, the levels of the other personality variables changed positively as well.

These findings align with other research (Seligman et al., 2005; Kor et al., 2019), and they could help teachers effectively promote adolescents' well-being by including specific content topics in their lessons.

**Keywords: well-being, adolescents, crisis, school, prevention**

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