

# WORKSHOP FOR TEACHERS AND HELPERS

## 4-8 NOVEMBER 2024

### PORTUGAL

METHODOLOGIES AND TOOLS FOR MENTAL  
HEALTH FOR TEACHERS



Funded by  
the European Union



REPÚBLICA  
PORTUGUESA

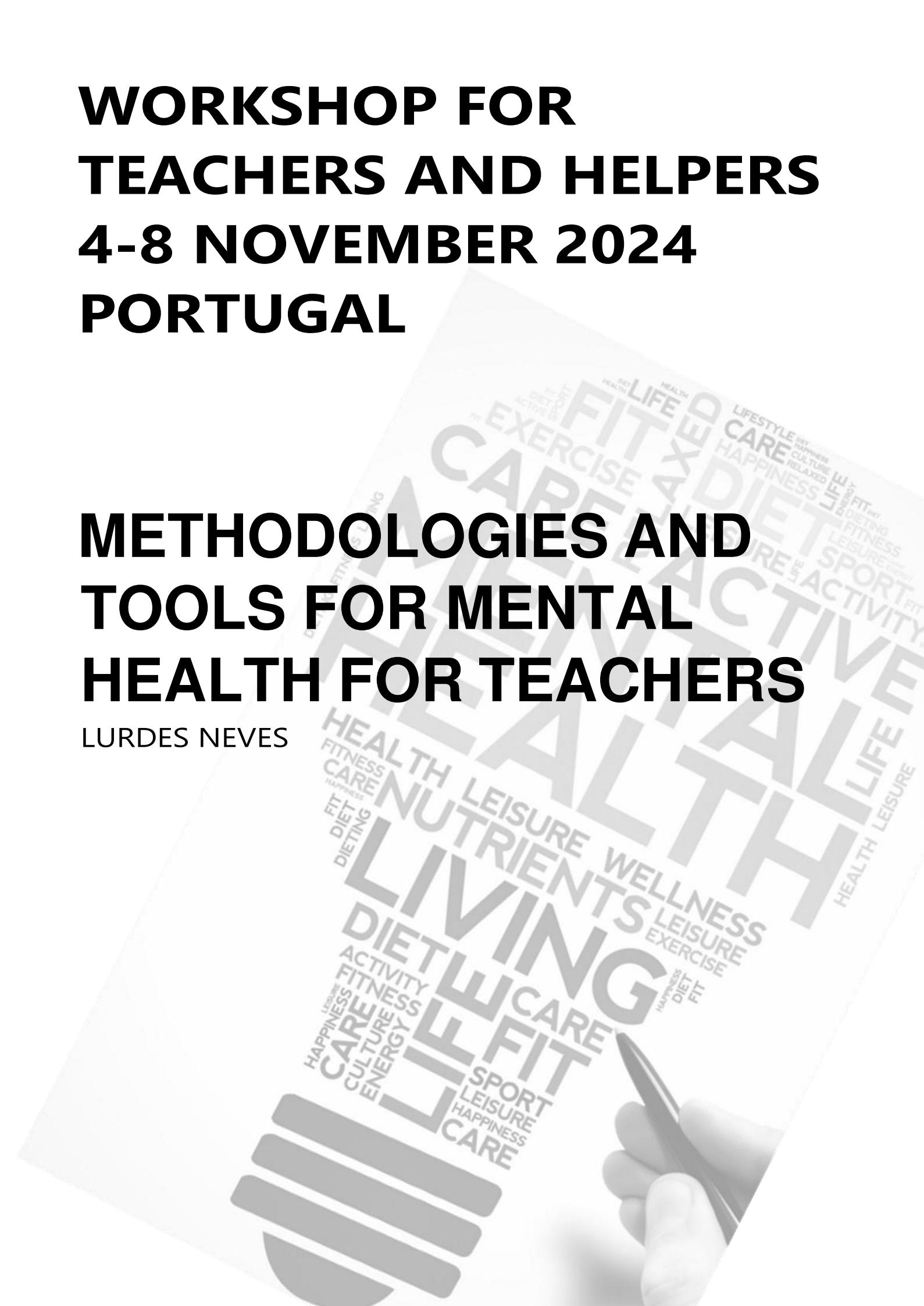
EDUCAÇÃO, CIÉNCIA  
E INOVAÇÃO



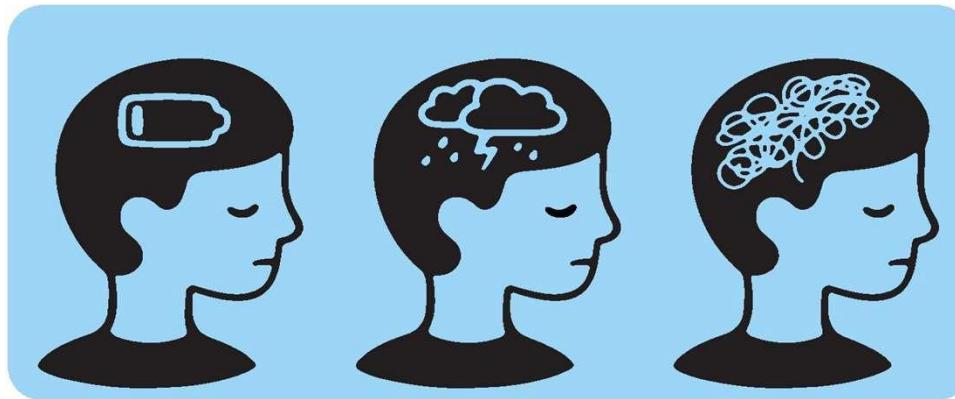
# WORKSHOP FOR TEACHERS AND HELPERS 4-8 NOVEMBER 2024 PORTUGAL

## METHODOLOGIES AND TOOLS FOR MENTAL HEALTH FOR TEACHERS

LURDES NEVES



# METHODOLOGIES AND TOOLS FOR MENTAL HEALTH FOR TEACHERS



**Methologies and tools for mental health for teachers:**



**Stress management:**



**Burnout  
prevention**



**Conflict  
management**



**Cases and challenges**

# Basic families of emotions

## (Goleman, 1998)

- **Wrath:** Rage, outrage, resentment, anger, exasperation, indignation, animosity, annoyance, irritability and, perhaps in the extreme, pathological hatred and violence.
- **Sadness:** pain, pity, discouragement, melancholy, self-pity, loneliness, dejection, despair, and, when pathological, deep depression.
- **Fear:** Anxiety, apprehension, nervousness, concern, consternation, fear, caution, distress, distrust, dread, horror, terror as psychopathologies we have phobia and panic.
- **Pleasure:** Happiness, joy, relief, contentment, satisfaction, delight, fun, pride, sensual pleasure, excitement, ecstasy, pleasure, euphoria, gratification, good humor, rapture, enthusiasm and in the extreme mania.

# Basic families of emotions

## (Goleman, 1998)

- **Love:** Acceptance, friendship, trust, kindness, affinity, devotion, adoration, fascination.
- **Surprise:** Shock, astonishment, admiration.
- **Aversion:** contempt, disdain, mockery, repugnance, disgust, displeasure, repulsion.
- **Shame:** guilt, embarrassment, disgust, humiliation, regret, mortification, contrition.

# Emotions exercise- what is your emotion now?



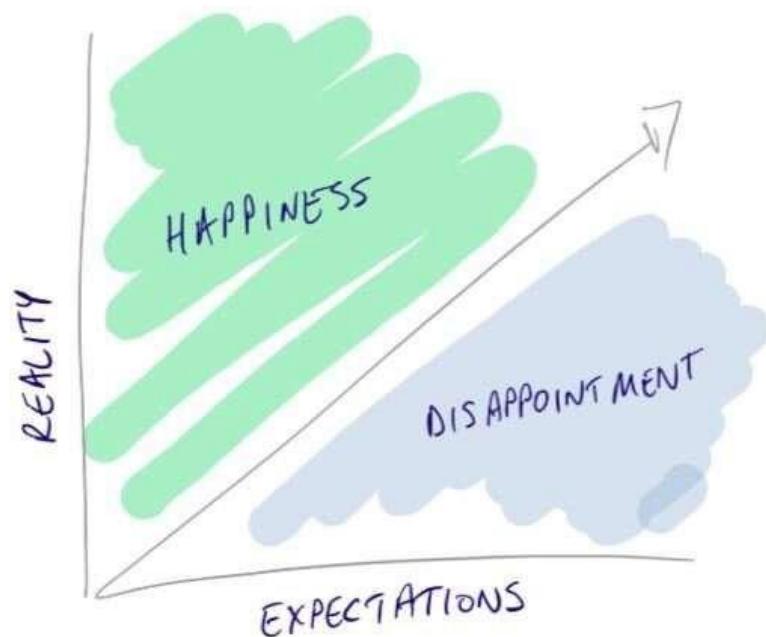
# Life timeline

---



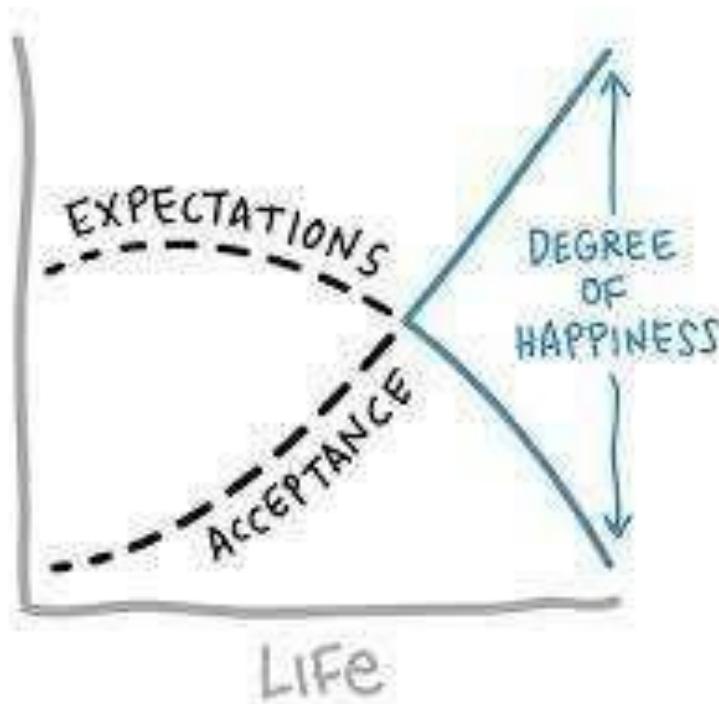
# Life timeline

---



# Life timeline

---

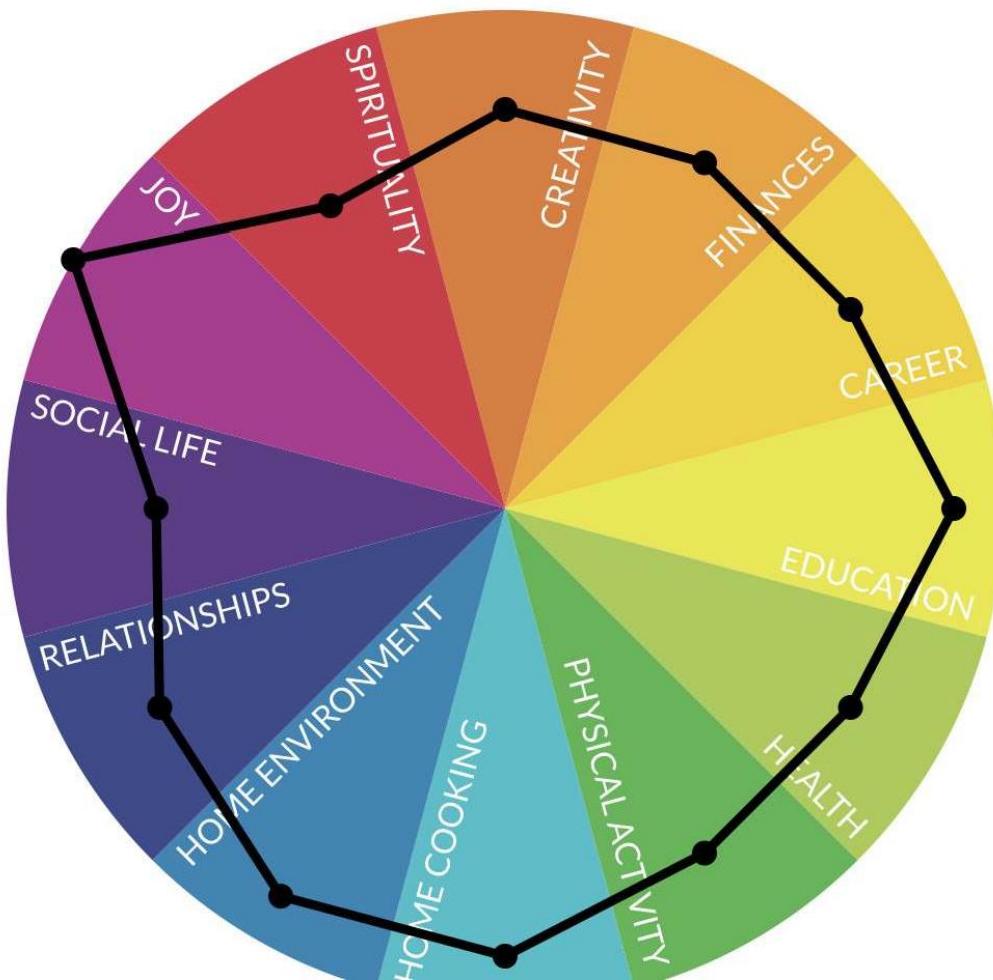


# Exemple of Life wheel/circle- exercise using

scale 1 to 10

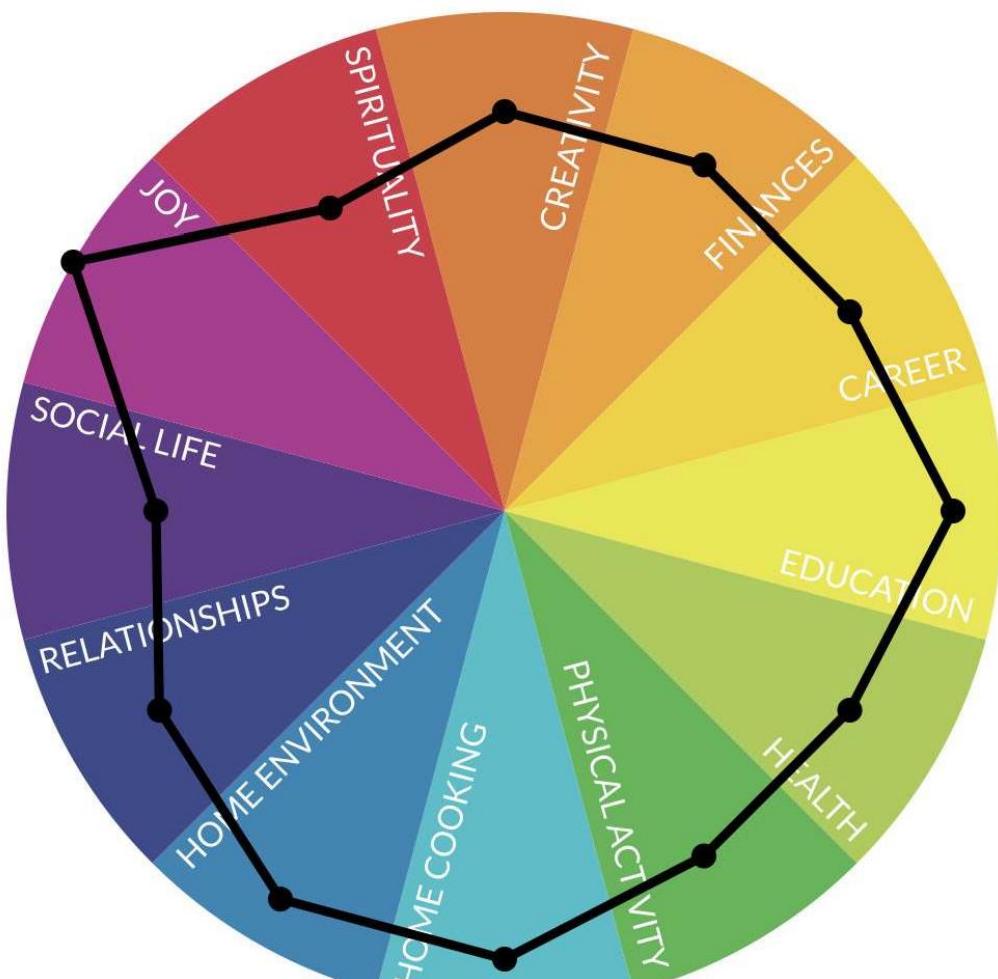


# Exemple of Life wheel/circle-<sub>expectation</sub>

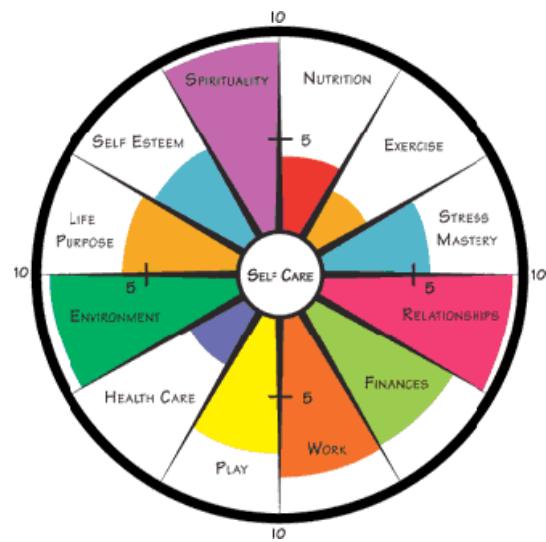


# Exemple of Life wheel/circle-realization

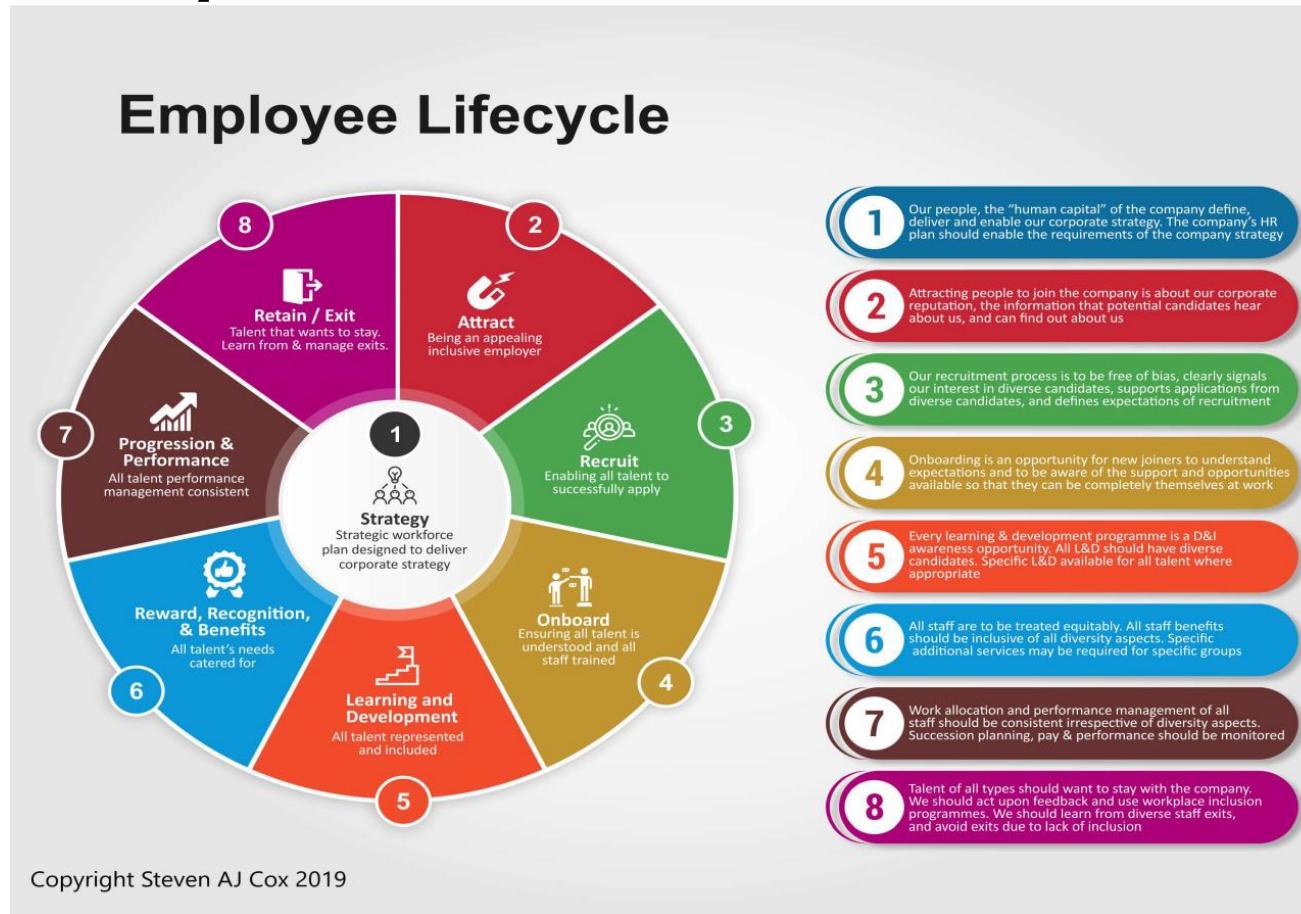
---



# Exemple of Life wheel/circle



# Exemple of Life wheel/circle



# *The PDCA method- 1<sup>st</sup> exercise-1<sup>st</sup> part*

The working method, which was shown by the example of cooking, is a very popular technique, called PDCA, a four-step management method.

This is a problem-solving tool, the procedure of continuous improvement and learning. It means you have to define your steps exactly and repeat them constantly. The four steps are the following:



The cycle can be used in several different fields of our life. Unfortunately our processes often stop at the second step, although this method only can work well if we check our steps continuously. If there are difficulties in the process, you must get feedback in time to change the plan and start the cycle from the beginning.

- 1. Plan: Defining goals, roles and tasks**
- 2. Do: Realization of plans**
- 3. Check: Checking results**
- 4. Act: Correcting mistakes, deviations**

---

The PDCA picture should be shown in the classroom

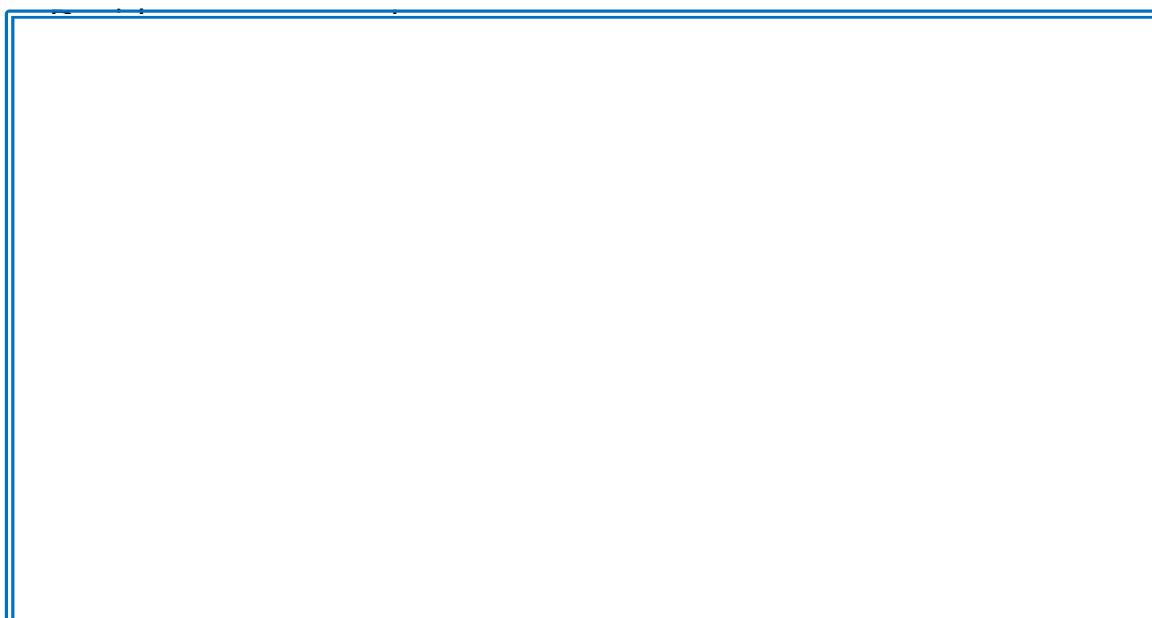
---

## 2nd part - The task -the vase!

EXERCISE1- Who broke the vase? \_\_\_\_\_

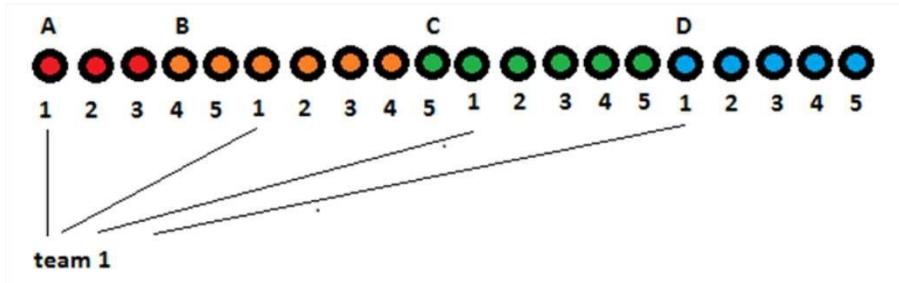
**Look at the picture!**

Who broke the vase? Write down which character you are betting on? Why? Describe it briefly!



## 2nd part - The task -the vase!

EXERCISE1- Who broke the vase? \_\_\_\_\_



The picture can be found in the workbook and the description of the letters are given on cards.

Discuss the results with the students! If the group's choices are colorful and balanced, it can be the base of the formation of teams, but it can be done with other methods as well.

- Who chooses A? Let them be in a group! (and so on with B, C and D)
- Who agrees with his/her characterization? (hopefully many of them and they do not change their mind afterwards)
- We form teams of four students from these groups. The teams managed to overcome today's problem together.

(The formation of the teams can be entrusted to the moderator. The aim is to have different personalities in the teams. The team formation can be done spontaneously by the decision of the children, it can be done by numbering from 1 -4, putting together the same number, or in another way. Depending on the number of the children and their choice of letters there may be teams with more than 4 students, or in some teams there will be more from one-one 'letters').

## *2nd part - The task -the vase!*

---

EXERCISE2-Each group chooses a name!

---

Our team's name is:

We are the team members:

## *3rd part*

EXERCISE 3—Choose the conditions

---

Each group chooses the conditions.

# ***4th part - The vase***

## **EXERCISE–Mindmap**

Develop the plan of a trip in the form of a mindmap, write/ draw it on the given paper. This plan will be the "production" of the team.

The following things shall be on it:

- the chosen conditional system
- the 'answers' to the conditions

You can work on details together but it is better if you divide the work among each other. This can be done by distributing the conditions or by distributing the parts of the task . Remember, each of you has a different personality, everyone has a different strength!

Do not forget that you have to present the plan and convince your classmates about the functionality of your plan.

Enjoy the planing!

---

Give a large sheet of paper to each group ( A/1, A/2, 1 or more pieces if they need ) Prepare the necessary tools (markers, crayons, pencils, etc. ).

---

## *5th part - Assessment -Reflection*

---

In this part, teams show their mindmaps to the others. The task is to evaluate the presentations in the workbook according to the given aspects.

Every team should choose a member, who presents the product to everyone (he/she stays at the team's base). The teams go around like a revolving stage, and every team evaluates all work. They can ask questions too.

Eg.: Who was the boss? Could he/she manage everything?

All teams have 5 minutes in every stage, the teacher should signal it with a bell or horn, etc, when they have to go away.

---

# 5th part - Assessment -Reflection

---

## EXERCISE5–Carousel

---

### Evaluation

Now that you have presented your mindmaps and got some questions, think about your default position!

What would you do in a different way? What would you change in your preparation for the trip?

After arriving at the starting point, all teams have to reflect the occurred problems. Discussing experiences in front of the class (2-3 minutes /team).

(They should talk about their thoughts, about problems or changes, then all can make self – assessment and opinion about the team's work)

With a closing discussion, collect the ideas of the students.

### Evaluation forms

1. To what extent did the equipment help achieve the goal? 1 – 4 points
2. How well did the team manage? 1 – 4 points
3. To what extent did you manage to survive under the given conditions? 1 – 4 points
4. To what extent did the presented mind map help to get to know the work of the teams? 1 – 4 points

# 5th part - Assessment -Reflection about exercise

## EXERCISE5–Carousel

---

<b>Team's name:</b>	<b>Absolutely not (1)</b>	<b>Rather not (2)</b>	<b>Rather yes (3)</b>	<b>Totally (4)</b>
To what extent did the equipment help achieve the goal?				
How well did the team manage?				
To what extent did they manage to survive under the given conditions?				
To what extent did the presented mind map help to get to know the work of the team?				

# *The PDCA method- 2<sup>nd</sup> exercise, 1<sup>st</sup> part*

The working method, which was shown by the example of cooking, is a very popular technique, called PDCA, a four-step management method.

This is a problem-solving tool, the procedure of continuous improvement and learning. It means you have to define your steps exactly and repeat them constantly. The four steps are the following:



The cycle can be used in several different fields of our life. Unfortunately our processes often stop at the second step, although this method only can work well if we check our steps continuously. If there are difficulties in the process, you must get feedback in time to change the plan and start the cycle from the beginning.

- 1. Plan: Defining goals, roles and tasks**
- 2. Do: Realization of plans**
- 3. Check: Checking results**
- 4. Act: Correcting mistakes, deviations**

---

The PDCA picture should be shown in the classroom.

## *2nd part - The task -stay alive!*

In the following task you can try to organize an expedition to a desert island. You should think over the preparation of the trip.

You are going to work in teams, and every team will have different circumstances and different sources. You have to plan and organise your trip by using PDCA, to get everything you need for a defined period. You need to work in teams, but there are so many factors that you should divide work into pieces.

## *2nd part - The task -stay alive!*

EXERCISE 2-Each group chooses a name!

Our team's name is:

We are the team members:

## ***2nd part - The task -stay alive!***

**EXERCISE 2 – Each group chooses a name!**

**CARDS (personality descriptions should be at the back of the workbook)**

If you think the (boy "A") may have broken the vase, you must be a very thoughtful and more cautious type. You pay attention to every little detail. The boy shows remorse in the picture, maybe he really did cause the trouble. So, you never get lost in the details, in fact, you usually touch on the point.

If you choose the tall girl you know this about your personality. If you think the (girl "B") may have broken the vase you may be a particularly sensitive personality type but also sober and practical. By the way, it doesn't make enough sense for you to easily see through and solve any problems. You care about those who are around you, your environment knows you as an empathetic, helpful person

This is what the boy in the green coat reveals about your personality.

The boy in the green coat (boy "C") stands with his hands pocketed in the picture, and judging by his smile, he may seem a little even naughty. Your choice is definitely about leadership qualities and confidence. You know exactly how to manage your life, achieve your goals and do not like if others want to get involved in your affairs. You definitely stand up for your opinion. You are a born leader. You are a born leader who knows what and how you want to accomplish.

This is what the little girl in the red dress will tell you about your personality

If you choose the younger girl (girl "D") because you think she may have broken the vase you can definitely tell about your personality that you can be a very reliable and responsible type. You are attentive, thoughtful and human relationships are especially important for you. Family and friends are definitely a priority for you.

# 3rd part

## ***EXERCISE 3 – Choose the conditions***

Condition name (factor)	
Water	
Climate	
Plants/Animals	
Duration of the stay (when and how long)	
Area (the size of the island)	
Budget	
Transport vehicle	
Danger	

# 3rd part

## EXERCISE 3 – Choose the conditions

Each group chooses the conditions.

Equal opportunities can be ensured by drawing the order of the groups with a dice, the team which throws the most will start the selection from the conditions of the first row. Then comes the second, third. Whoever chooses first will be in the last place when choosing the next round. The number of the teams can be between four and eight because so many selectable conditions have been created per line. The teacher must decide which conditions the children can choose for a given number of teams.

After a short discussion with the team, they have to choose one of the listed conditions that they will work to solve the task.

Depending how many teams there are, the teacher puts as many cards in front of them (per line).

The cards are different colours. Students fill the table charts in their workbook. The teacher records which team chooses which condition.

Teachers shall prepare the conditions on printed and cut paper cards in advance.

# 3rd part

Condition Name And Colour Of Cards	The conditions listed here are not related per column, teams must choose one per line!							
<b>Water: BLUE</b>	There is only rainfall according to the climate	There is a flowing fresh water (river)	Extensive salt lake nearby	Only groundwater	There are plenty of artesian wells	Only the neighbouring island has fresh water (2 km away)	The wells dry out in summer (June-July-August )	The wells dry out in winter (December-January-February )
<b>Climate: RED</b>	Mediterranean	Arctic	Tropical rainforest	Desert	Tropical monsoon	Wet continental	Savannah	Mountainous (above 4500 m)



Plants/animals: YELLOW	Rich fauna	No animals, only in the sea	Lush vegetation	Sparse vegetation: some trees and bushes	Agriculture cultivation is not possible, only the natural vegetation and fauna	There are no top predators, rodents have proliferated	The locusts are constant	Mosquitoes make evenings and morning unbearable
Duration (when and how long) ORANGE	1 month: December	6 months: July-December	6 months: January-June	1 month: July	3 months: December-February	3 months: July-August	1 year	9 months, optional for how long
Area (the size of the island): WHITE	Is is the size of a football field	1 km <sup>2</sup> flat area	10 km <sup>2</sup>	5 islands, they are the size of a classroom 20-30 m far from each other	It is the size of a village district / town, where we live	It is the size of a handball court	It is the size of a capital	1 km <sup>2</sup> , but sloping area
Budget: GREEN	1000 Euro	10 thousand Euro	100 Euro	50 thousand Euro	25 thousand Euro	5 thousand Euro	1500 Euro	500 Euro
A vehicle that takes the team there: BROWN	boat (20 units)	boat (30 units)	helicopter (50 units)	hydroplane (80 units)	cargo ship (120 units)	dinghy boat (10 units)	yacht (35 units)	Tanker with a draft of 15 meters (100 units)
Danger of hazards, disturbing factors: GREY	Biologically contaminated groundwater	Tiger attacks at night	Corona virus	Very smelly smell	Sewage does not flow	Dangerous spiders everywhere	The tide level difference is 12 m high	Extremely high UV radiation

The vehicle capacity is expressed in units: it means that every purchased product on Walmart is one unit regardless of weight and number of pieces. For example 10 dinghy boats: 1 unit, 100 bottles of mineral water: 1 unit, 1 tent: 1 unit

## *4th part - A trip to a desert island*

The basic conditions for the trip have developed for you from the drawn cards. Your task now is to make a plan (project) of how you prepared for the expedition based on your team's terms and conditions, how you will provide the tools you need to do so, and how you will use them to survive.

---

### EXERCISE4–Shopping!

---

To do this, first:

- You have to obtain the necessary equipment from the Walmart store chain in English

---

Every group is given a laptop with internet access.

Draw students' attention to careful consideration of the choice and steps in developing the task. We emphasize that you should only buy a product that you really see as beneficial as they will have to justify all their decisions. Do not buy unnecessary, unusable items, because they may not be able to transport them and they can not complete the task.

---

# *4th part - A trip to a desert island*

## **EXERCISE 4–Shopping needs!**

It is made more difficult by the fact that the prices on [www.walmart.com](http://www.walmart.com) are given in US dollars, so you have to convert them into Euros!

- Create a virtual shopping cart, save the purchased products to a folder with Print Screen with prices and quantities.

Can use the following website to convert.

[https://ec.europa.eu/info/funding-tenders/how-eu-funding-works/information-contractors-and-beneficiaries/exchange-rate-inforeuro\\_en](https://ec.europa.eu/info/funding-tenders/how-eu-funding-works/information-contractors-and-beneficiaries/exchange-rate-inforeuro_en) 5

- After purchasing you need to justify what you are buying and what you can use it for.
- It is important to consider all conditions!
- Discuss which one you can best react to, what might be the most appropriate equipment (price, right quantity, suitability etc.) !  
You may have to buy the more expensive one, or more from something. The first idea may not always be the best.
- Only buy equipment that you can operate (a deep-sea research robot is unnecessary and you may not be able to operate it ☺) and that serves the purpose of survival for a specified period of time

# 4th part - A trip to a desert island

## EXERCISE 5-Mindmap

Develop the plan of a trip in the form of a mindmap, write/ draw it on the given paper. This plan will be the "production" of the team.

The following things shall be on it:

- the chosen conditional system
- the 'answers' to the conditions (equipment with price, justification)

You can work on details together but it is better if you divide the work among each other. This can be done by distributing the conditions or by distributing the parts of the task (brainstorming, purchasing, inspector, etc.). Remember, each of you has a different personality, everyone has a different strength!

Do not forget that you have to present the plan and convince your classmates about the functionality of your plan.

Enjoy the planning!

Give a large sheet of paper to each group ( A/1, A/2, 1 or more pieces if they need ) Prepare the necessary tools (markers, crayons, pencils, etc. ).



## *5th part - Assessment -Reflection*

---

In this part, teams show their mindmaps to the others. The task is to evaluate the presentations in the workbook according to the given aspects.

Every team should choose a member, who presents the product to everyone (he/she stays at the team's base). The teams go around like a revolving stage, and every team evaluates all work. They can ask questions too.

Eg.: Who was the boss? Could he/she manage everything?

All teams have 5 minutes in every stage, the teacher should signal it with a bell or horn, etc, when they have to go away.

---

# *5th part - Assessment -Reflection*

---

## EXERCISE 5–Carousel

---

It's time to convince your classmates that your plans are working and you've thought of everything. Choose one team member who will stay at your desk/poster and will present your plan to the coming teams. The others will go around and will ask questions to the other teams and evaluate their plans. At the same time the teams have to fill an evaluation form at each teams' stage. There are 8 evaluation sheets in the workbook. The teams must complete as many sheets as presentations they have seen in that class. (see it on the last pages of the workbook)

---

Teachers explain how to fill it before they start the carousel.

---

Ask tricky questions, but be respectful in connection with their plans and also about the planning process.

# *5th part - Assessment -Reflection*

## EXERCISE 5–Carousel

### **Presentation**

- You have 5 minutes to show your plans.
- You have to present how you thought, worked together and solved your special problems. You have to show how you made your plan for the trip to a desert island. Use your mindmap to present what you bought and explain why you did it.
- Take care of timing and calculate the answering of occurrence questions.

Guide to the presentation (You needn't talk about each point!)

1. Conditions - Present your special conditions and criterion.
2. Equipment - Describe the equipment you bought for the trip.

Explain what, why, and how much you chose.

You have to explain how the equipment can help your life on the desert island.

You should give some information about finances.

Were there any unsolvable problems due to money?

# **5th part - Assessment -Reflection**

## EXERCISE 5–Carousel

### **Evaluation**

Now that you have presented your mindmaps and got some questions, think about your default position!

What would you do in a different way? What would you change in your preparation for the trip?

After arriving at the starting point, all teams have to reflect the occurred problems. Discussing experiences in front of the class (2-3 minutes /team).

(They should talk about their thoughts, about problems or changes, then all can make self – assessment and opinion about the team's work)

With a closing discussion, collect the ideas of the students.

### **Evaluation forms**

1. To what extent did the equipment help achieve the goal? 1 – 4 points
2. How well did the team manage? 1 – 4 points
3. To what extent did you manage to survive under the given conditions? 1 – 4 points
4. To what extent did the presented mind map help to get to know the work of the teams? 1 – 4 points

# **5th part - Assessment -Reflection about exercise**

## EXERCISE 5–Carousel

<b>Team's name:</b>	<b>Absolutely not (1)</b>	<b>Rather not (2)</b>	<b>Rather yes (3)</b>	<b>Totally (4)</b>
To what extent did the equipment help achieve the goal?				
How well did the team manage?				
To what extent did they manage to survive under the given conditions?				
To what extent did the presented mind map help to get to know the work of the team?				

## **Bibliographic references:**

Neves, L. (2023). Coaching para Docentes, Editora Psicosoma.

Neves, L. (2019). Ser Professor- A Alquimia do Conhecimento e da Emoção, Editora Légit