



GUIDE TO
HEALTH

SUMMARY DOCUMENT ABOUT ALARM

Project with multiple beneficiaries under the
ERASMUS+ Programme

Guide to health

Integrative tools to manage children's anxiety (in school):
guiding light to better mental health

Project code:

2023-2-HU01-KA220-SCH-000181724

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It's okay not to be okay

Take care of yourself

You'll be fine

Mental health begins with me

Not all wounds are visible

Mental health matters

Embrace your emotions

One step at a time

Healing takes time

Mental health first



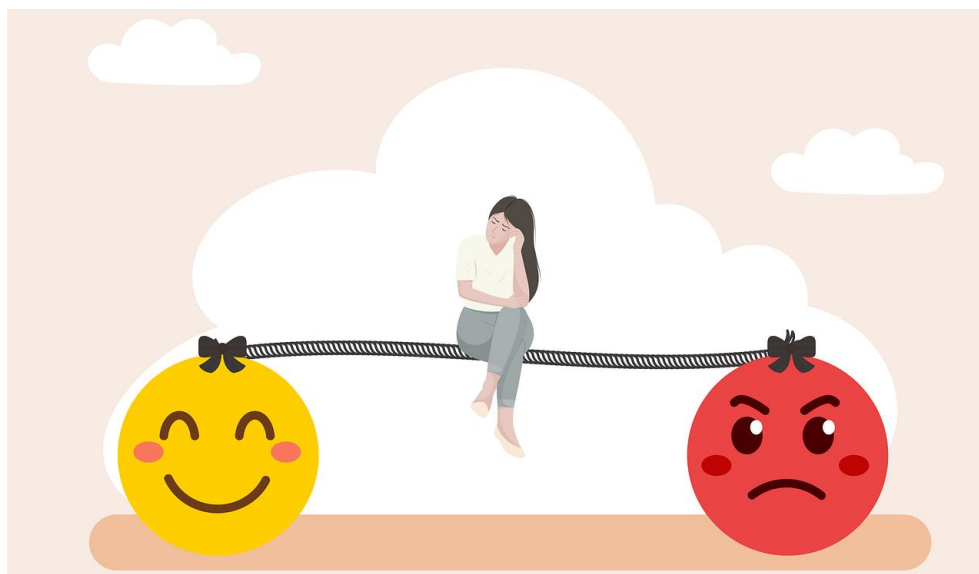
GUIDE TO HEALTH



INTRODUCTION

Guide to health project – ALARM: focuses on signs of mental health

1. Self-assessment questionnaire about self-knowledge and self-esteem for teachers and helping professionals to promote the self-knowledge and self-identity of teachers and helpers
2. Implementation of an international workshop aiming at the self-development of teachers based on the SUPREM material and case reports: learning more creative and innovative methods, improvement of professional competencies, strengthening the ability of teachers to collaborate effectively
3. Building a collaborative community for teachers: the well-being of the teachers is crucial for the efficient help of the students having mental health problems
4. Selection of appropriate psychological tests for students focusing on anxiety, stress, burnout, emotional intelligence, social competencies
5. Self-assessment test of the students aided by the teachers of the partner schools and collection of the test data
6. Evaluation of the results of the self-assessment test and the determination of the most important needs of students that will be elaborated in WP3
7. A summary document about the experiences of the teachers' workshop and about the results of the self-assessment test of the students will be produced in English
8. Selection of the main areas of the development for WP3 to manage the anxiety of students





1. Coaching for Teachers and Positive Relationships in the Classroom



This chapter of the workshop aims to equip teachers with essential skills to address 21st-century educational challenges, focusing on fostering positive relationships in the classroom. It introduces **educational coaching** as a transformative teaching strategy that emphasizes understanding individual talents, emotions, and paradigms to enhance learning outcomes.

1.1 OBJECTIVES

- To make new teaching resources known to apply in the classroom.
- To foster the creation of associative and collaborative learning contexts using active methodologies.
- To develop the ability to manage conflict situations, inside and outside the class.
- To present leadership and training tools for teachers in the classroom.

1.2 PROPOSED CONTENTS

(Detailed description see Annex 1.)

1.2.1 The concept of coaching for teachers® and positive relationships with students

Educational coaching emphasizes a new teaching methodology focused on understanding the human aspects of learning, such as talent, attitudes, beliefs, and emotions. It explores how these factors influence academic, personal, and professional relationships in education. The effective teacher, according to coaching principles, is self-aware, aligned with their values, and consistent in actions. They focus on stimulating students' learning by encouraging new mental models and critical thinking rather than just knowledge transmission.



1.2.2 The process and phases of coaching for teachers®

The **Educational Coaching process** involves multiple phases aimed at enhancing the teaching and learning experience.

1. *Phase 1: Context* – A good teacher creates a secure and trustworthy environment, ensuring students feel comfortable enough to express themselves. Trust is essential for effective communication and learning.
2. *Phase 2: Current Situation* – The teacher analyzes the group's performance, cohesion, leadership, learning styles, and behavior patterns. This phase sets the foundation for goal-setting and understanding each student's needs.
3. *Phase 3: Ideal Situation* – Teachers and students collaborate on defining clear, measurable goals. These goals should be concrete, realistic, and time-bound. Focusing on a few key goals helps prioritize action plans. Teachers must avoid setting overly ambitious or vague objectives.
4. *Phase 4: Learning Process* – The teacher motivates and observes the students' progress. Active listening is the key to promote creativity, critical thinking, and the ability to discern the consequences of their actions. Feedback and communication are continuous to foster motivation and ensure goals are met. The teacher should avoid creating false expectations, which can harm motivation. **Training/Observation:** Teachers collaborate with students to practice actions, enabling them to acquire necessary skills, knowledge, and attitudes. The teacher should observe and analyze student performance while maintaining a comfortable margin for error. Feedback should be constructive, guiding students in improving their capabilities. The teacher must communicate the learning standards and be patient, perceptive, and empathetic, fostering an open and supportive environment. **Feedback:** Offering feedback is essential for both teacher and student awareness of performance. Without feedback, neither party can recognize what is working or how to improve. Constructive feedback helps to guide the learning process and ensures that students stay on the right track.
5. *Phase 5: Action Plan:* This phase involves developing an action plan that outlines steps to execute the work program, defining standards, methodologies, timeframes, and responsibilities. The teacher ensures that both personal and material costs are considered, provides necessary training, and develops control standards and risk management procedures.
6. *Phase 6: Follow-Up:* The final phase focuses on reviewing goals and actions, inducing self-direction, and reinforcing the progress made. Teachers should encourage students to create new goals based on their development and self-management. Monitoring progress ensures continued growth, and feedback must celebrate successes while supporting areas of improvement. Mistakes to avoid include abandoning the process too early or failing to guide students in developing autonomy.



1.2.3 Learning styles

Learning styles refer to the different strategies individuals use during the learning process, with people naturally preferring certain methods they feel most comfortable with. These styles can be categorized into various models, such as visual learners who organize information, activists who engage hands-on, auditory learners, and kinesthetic learners. Additionally, learners can be classified by brain hemisphere preferences or by thinking styles—thinkers, theorists, and pragmatists—each selecting and using information in unique ways.

- Sensory perception model (NLP)
- Brain Specialization Model
- Learning Styles Model (e.g. Kolb)



David Kolb's model of learning, known as Experiential Learning Theory (ELT), emphasizes a cyclical process of learning through experience. This model consists of four key stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Each stage plays a crucial role in enhancing understanding and engagement in various educational contexts, from corporate training to teacher education.

Key Stages of Kolb's Learning Model:

Concrete Experience: Engaging in a new experience or reinterpreting an existing one.

Reflective Observation: Reflecting on the experience to gain insights.

Abstract Conceptualization: Formulating theories or concepts based on reflections.

Active Experimentation: Applying new ideas to the world to see what happens



Learning Styles: Kolb identified four learning styles—divergent, assimilator, convergent, and accommodator—each influencing how individuals process information. Tailoring educational approaches to these styles can enhance learning outcomes.

Peter Honey and Alan Mumford’s Learning Styles Model is a framework for understanding how individuals prefer to learn. Developed in the 1980s, their model is based on David Kolb’s experiential learning theory and identifies four distinct learning styles:

1. **Activists** – Learn by doing
 - Enjoy new experiences and challenges
 - Prefer hands-on learning and group activities
 - Thrive on excitement and spontaneity
 - Learn best through role-playing, brainstorming, or interactive tasks
 - May struggle with structured or reflective tasks
2. **Reflectors** – Learn by observing
 - Prefer to watch and analyze before acting
 - Take time to gather information and perspectives
 - Learn best through research, discussions, and reviewing case studies
 - May struggle with fast-paced decision-making or unstructured learning
3. **Theorists** – Learn by understanding concepts
 - Prefer logical, structured, and systematic approaches
 - Enjoy theories, models, and frameworks
 - Learn best through lectures, reading, and structured analysis
 - May struggle with ambiguity or emotional decision-making
4. **Pragmatists** – Learn by applying knowledge
 - Focus on practical application of learning
 - Prefer real-world examples and problem-solving
 - Learn best through simulations, experiments, and case studies
 - May struggle with overly theoretical or abstract concepts

To maximize learning potential, Honey and Mumford suggest that individuals should **develop all four styles** rather than relying solely on their preferred one.



Walter Burke Barbe and colleagues proposed the VAK learning modalities, which categorize learners into three distinct styles: Visual, Auditory, and Kinesthetic (VAK). This framework has been widely applied in educational settings to enhance teaching effectiveness and student engagement. The following sections elaborate on the significance and application of the VAK model in various educational contexts.

VAK Learning Modalities:

Visual Learners: Prefer diagrams, charts, and visual aids. Studies show that incorporating visual elements can significantly improve understanding and retention.

Auditory Learners: Benefit from listening and verbal instructions. Research indicates that group discussions and lectures enhance their learning experience.

Kinesthetic Learners: Engage best through hands-on activities. In their case practical exercises lead to better academic performance.

2. Methodologies and Tools for Mental Health for Teachers

This chapter of the workshop focuses on enhancing teachers' mental health by providing tools for stress management, burnout prevention, and conflict resolution. It combines theoretical insights with interactive activities to help teachers create a positive work environment and foster personal well-being. (Detailed description see Annex 2.)

2.1 Key components include:

1. **Understanding Emotions:** Drawing on Goleman's framework, the workshop examines the impact of emotions such as fear, anger, and joy on personal and professional interactions.
2. **Self-Awareness and Reflection:** Activities like emotion identification, life timelines, and life wheels help teachers reflect on their challenges and strengths.
3. **PDCA Cycle:** The Plan-Do-Check-Act method introduces a systematic approach for problem-solving and continuous improvement. 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: 1.) Plan: Defining goals, roles and tasks; 2.) Do: Realization of plans; 3.) Check: Checking results; 4.) Act: Correcting mistakes, deviations.
4. **Collaborative Problem-Solving:** Scenarios such as "Who broke the vase?" and "A trip to a desert island" promote teamwork, resilience, and decision-making under stress.



5. **Mind Mapping and Planning:** Teachers develop survival plans using visual tools to improve organization, adaptability, and creativity.
6. **Evaluation and Feedback:** Teams assess their strategies and those of peers, fostering shared learning and growth.

METHODOLOGIES AND TOOLS FOR MENTAL HEALTH FOR TEACHERS



Methodologies and tools for mental health for teachers:



Stress management:



Burnout prevention



Conflict management



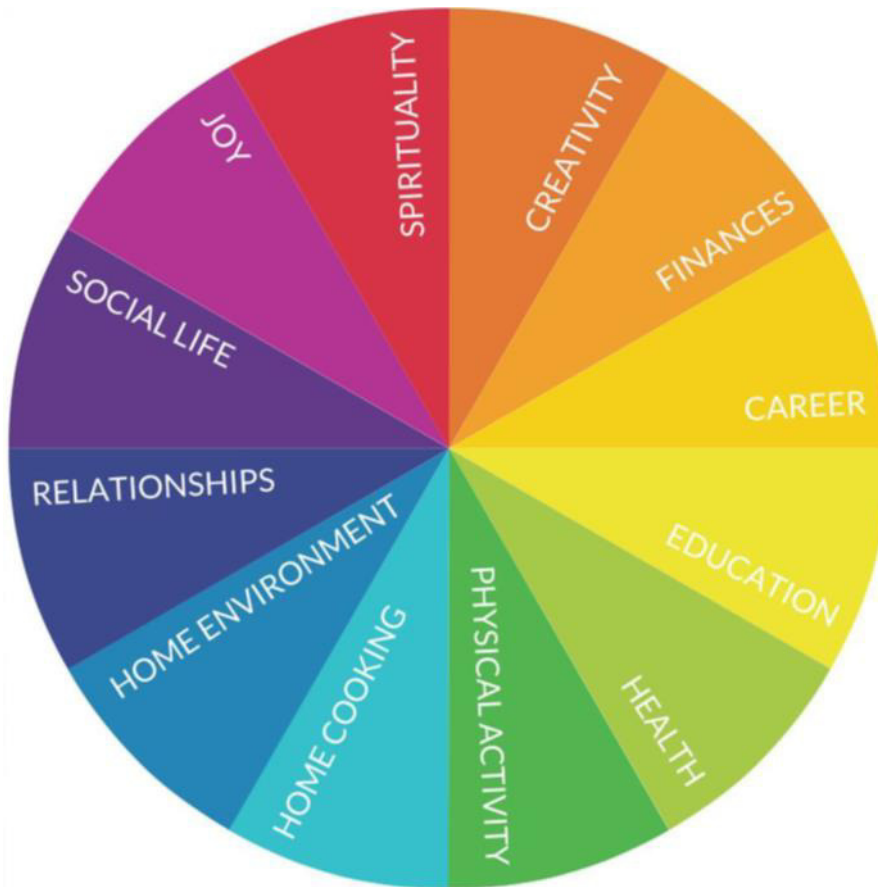
Cases and challenges

2.2 According to Goleman (1998), the basic families of emotions include:

1. **Wrath:** A range of emotions from mild irritation to intense rage, including resentment, anger, exasperation, and even violence.
2. **Sadness:** Emotions such as pain, melancholy, loneliness, and despair, escalating to deep depression in extreme cases.
3. **Fear:** Anxiety, concern, dread, and terror, with extreme forms like phobias and panic attacks.
4. **Pleasure:** Happiness, joy, excitement, and ecstasy, which can lead to extreme feelings like mania.
5. **Love:** Emotions like acceptance, friendship, trust, and adoration.
6. **Surprise:** Shock, astonishment, admiration, and awe.
7. **Aversion:** Feelings of disgust, contempt, disdain, and repulsion.
8. **Shame:** Guilt, embarrassment, regret, and humiliation.



Example of Life wheel/circle:



The Wheel of Life offers a clear snapshot of your overall well-being and satisfaction with your current circumstances. At a broad level, this exercise helps assess whether your life feels balanced. On a more detailed level, it highlights specific areas that are fulfilling and bring you happiness, as well as those that may be causing dissatisfaction or frustration. By scoring each category, you can pinpoint areas that need attention and improvement to help you achieve both personal and overall life goals. Reflecting on and evaluating these ratings not only supports goal-setting but also provides valuable insights into challenges you may be facing. Anyone can use the Wheel of Life with little to no training, though it is often utilized in coaching sessions to identify key priorities for further exploration.



3. UBUNTU



"Ubuntu" combines the words "Ntu" (person) and "Ubu" (becoming), meaning "I am because you are." It emphasizes that one's humanity is realized through relationships with others. Desmond Tutu explains that we are designed for interdependence and complementarity. The core of Ubuntu lies in care, attention, and relationships, highlighting the importance of caring for oneself, others, and the planet. This ethical approach underscores that we are human when we relate to and care for others.

The Ubuntu method assumes the development of five core competences, which underpin the process of human growth:



Methodology

- Non-formal education
- Participatory, experiential and relational approach
- Playful pedagogical resources
- Dynamics | Reflections | Films | Texts | Stories
- Life stories / Personal Storytelling
- Peer education
- Learning through REFERENCE MODELS:



- World reference leaders (Mandela, Martin Luther King, Malala, ...)
- Local community leaders Participants (life stories)

The general objective is to develop participants' socio-emotional competences, which are the foundation of the Ubuntu method. These competences include self-knowledge, self-confidence, resilience, empathy, and service. The aim is to empower participants to exercise their citizenship as servant leaders, guided by an ethic of care (caring for oneself, others, and the planet). Additionally, the goal is to enable them to build bridges, strengthening the social capital of their communities and the wider world they are part of.





4. Analysis of before and after questionnaires

We analyzed the trends before and after the workshop, and we show the comparison before and after for each partner ("Overall Data Breakdown"); and in the "Grand Total" we show the overall average before and after, with the changes together. At the end of the all categories we show some "General Observations".

4.1 General mental health/wellbeing ratings for each partner

Overall Data Breakdown

1. 6o Gymnasio Patras:

- **Before:** 4.67
- **After:** 5.00
- **Change:** +0.33
- **Analysis:** There is a positive improvement in the general mental health/wellbeing score after the survey. The increase is relatively modest but indicates improvement.

2. Agrupamento de Escolas de Arrifana, Santa Maria da Feira:

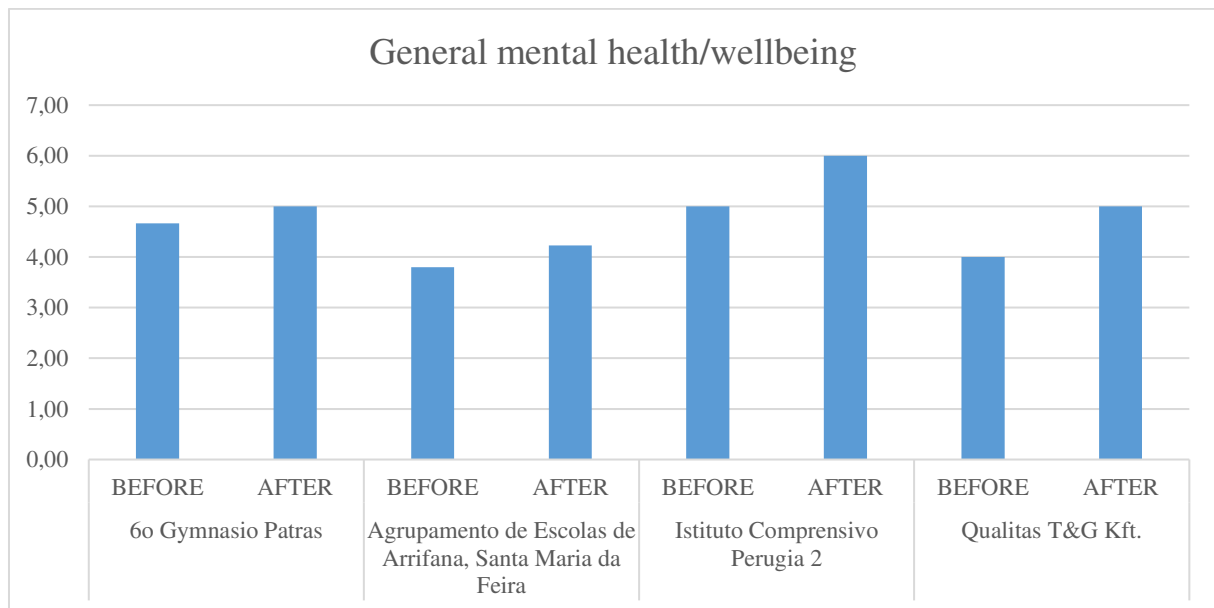
- **Before:** 3.80
- **After:** 4.23
- **Change:** +0.43
- **Analysis:** This institution also shows an improvement, with the score rising by +0.43, suggesting a modest increase in mental wellbeing.

3. Istituto Comprensivo Perugia 2:

- **Before:** 5.00
- **After:** 6.00
- **Change:** +1.00
- **Analysis:** This institution shows the most significant improvement, with a solid +1.00 increase in mental health/wellbeing scores. This indicates a notable improvement in mental wellbeing after the period assessed.

4. Qualitas T&G Ltd.:

- **Before:** 4.00
- **After:** 5.00
- **Change:** +1.00
- **Analysis:** This partner's mental wellbeing score also increased significantly by +1.00, which is a positive change.



Grand Total

- **Overall Average (Before): 4.09**
- **Overall Average (After): 4.56**
- **Change: +0.46**

General Observations

1. **Positive Trend Overall:** all partners show some level of improvement in their mental health/wellbeing ratings, ranging from modest (+0.33) to more significant increases (+1.00); the overall average increase is +0.46, suggesting that, on the whole, participants rated their mental wellbeing more positively after the WP2.
2. **The Most Significant Improvements: Istituto Comprensivo Perugia 2 and Qualitas T&G Ltd.** showed the highest increases of +1.00, which suggests these institutions experienced a notable positive shift in mental wellbeing.
3. **Larger Increase for Some, Smaller for Others:** the **6o Gymnasio Patras** and **Agrupamento de Escolas de Arrifana** showed smaller increases in their mental health ratings, suggesting that while improvement is present, the change might not be as dramatic.

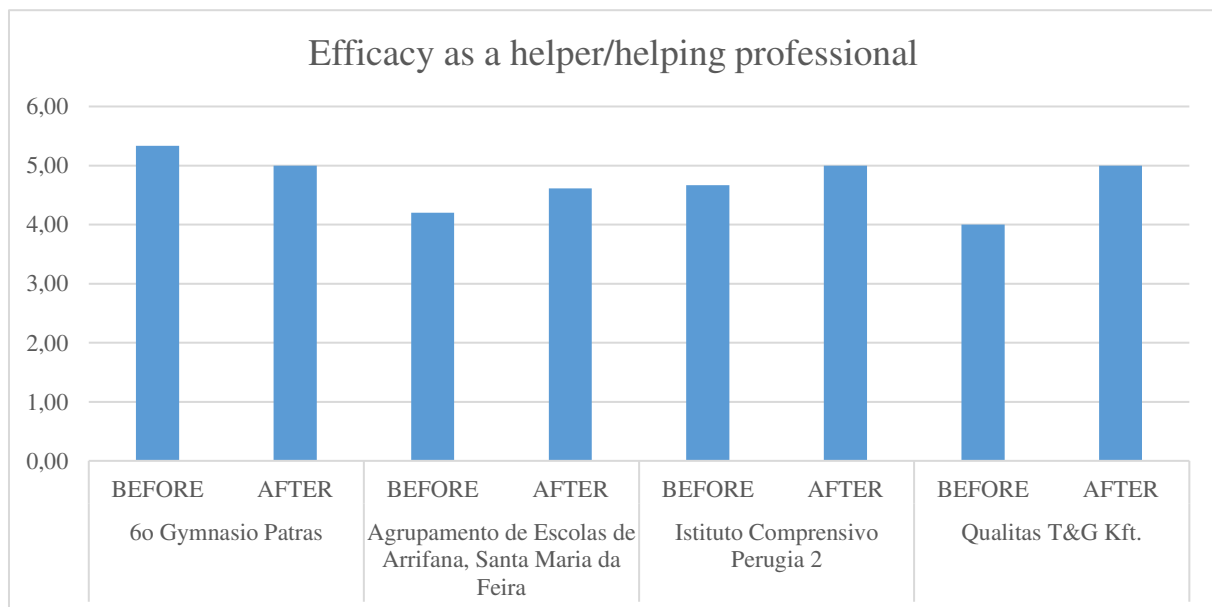
4.2 Efficacy as a helper/helping professional ratings

Data Breakdown

1. **6o Gymnasio Patras:**
 - **Before: 5.33**



- **After:** 5.00
 - **Change:** -0.33
 - **Analysis:** There is a slight decline in efficacy, with a decrease of -0.33. This suggests a small drop in how effective they felt in their role as a helper or helping professional.
2. **Agrupamento de Escolas de Arrifana, Santa Maria da Feira:**
- **Before:** 4.20
 - **After:** 4.62
 - **Change:** +0.42
 - **Analysis:** There is an improvement of +0.42, indicating that the institution felt slightly more effective as a helping professional after the survey period.
3. **Istituto Comprensivo Perugia 2:**
- **Before:** 4.67
 - **After:** 5.00
 - **Change:** +0.33
 - **Analysis:** This institution shows a small but positive improvement of +0.33 in their perceived efficacy as a helper/helping professional.
4. **Qualitas T&G Ltd.:**
- **Before:** 4.00
 - **After:** 5.00
 - **Change:** +1.00
 - **Analysis:** This partner shows the largest increase in efficacy, with a positive change of +1.00, indicating a strong improvement in how effective they felt as a helping professional.





Grand Total

- **Overall Average (Before):** 4.41
- **Overall Average (After):** 4.72
- **Change:** +0.31

Key Observations

1. **Small Overall Improvement:** the overall average increase in efficacy is +0.31, indicating a slight positive trend, though the increase is modest.
2. **The Largest Improvement: Qualitas T&G Ltd.** experienced the largest improvement in efficacy (+1.00), suggesting that they felt significantly more effective as helpers after the period in question.
3. **Slight Decrease for 6o Gymnasio Patras:** The **6o Gymnasio Patras** saw a minor decline of -0.33 in their efficacy rating, which may indicate some self-perception of decreased effectiveness as a helper.
4. **Modest Improvements for Others: Agrupamento de Escolas de Arrifana** and **Istituto Comprensivo Perugia 2** both show modest increases in efficacy (+0.42 and +0.33, respectively), reflecting positive, though smaller, improvements.

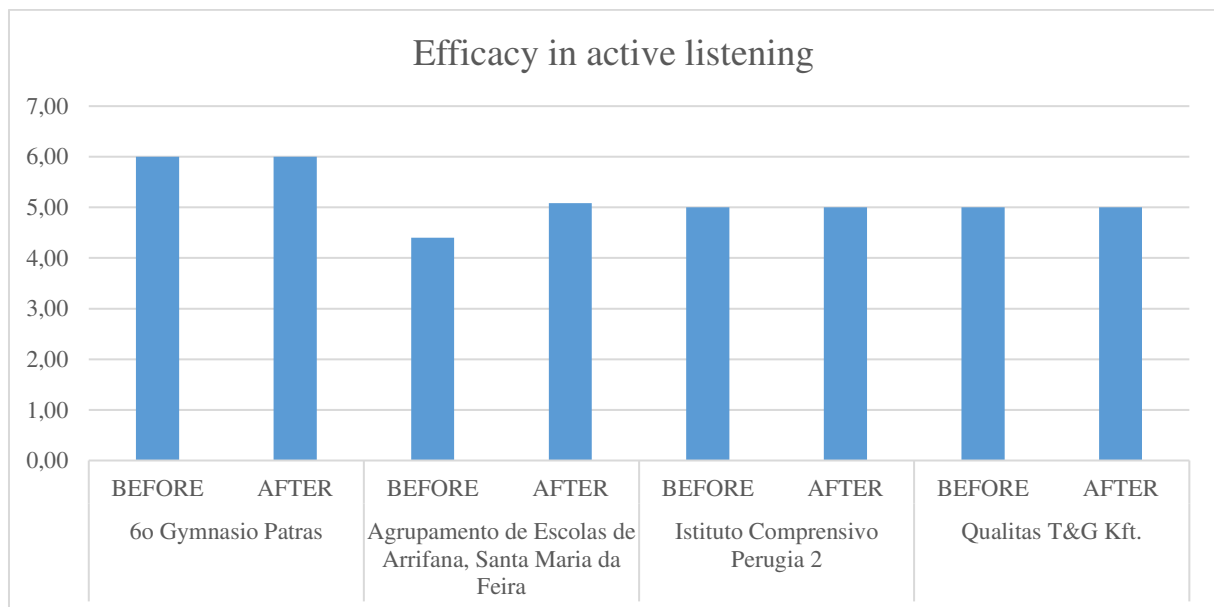
4.3 Efficacy in active listening

Data Breakdown

1. **6o Gymnasio Patras:**
 - **Before:** 6.00
 - **After:** 6.00
 - **Change:** 0.00
 - **Analysis:** No change in the rating for **6o Gymnasio Patras**; they maintained the same high level of efficacy in active listening, indicating that they felt consistently effective in this area.
2. **Agrupamento de Escolas de Arrifana, Santa Maria da Feira:**
 - **Before:** 4.40
 - **After:** 5.08
 - **Change:** +0.68
 - **Analysis:** This institution shows a notable improvement of +0.68 in active listening efficacy, reflecting a stronger self-assessment of their ability to listen actively after the period.
3. **Istituto Comprensivo Perugia 2:**
 - **Before:** 5.00
 - **After:** 5.00



- **Change:** 0.00
 - **Analysis:** No change for **Istituto Comprensivo Perugia 2**, as they rated themselves consistently the same for active listening, suggesting stability in their self-assessment.
4. **Qualitas T&G Ltd.:**
- **Before:** 5.00
 - **After:** 5.00
 - **Change:** 0.00
 - **Analysis:** Like the previous institutions, **Qualitas T&G Ltd.** maintained the same rating for active listening, indicating a consistent self-assessment of their listening efficacy.



Grand Total

- **Overall Average (Before):** 4.73
- **Overall Average (After):** 5.18
- **Change:** +0.45

Key Observations

1. **Positive Trend:** the overall average increase is +0.45, which reflects a well improvement in active listening efficacy across all partners. While this change is good, it indicates a positive trend in self-assessment..
2. **The Largest Improvement:** **Agrupamento de Escolas de Arrifana** shows the largest improvement (+0.68), indicating that they felt significantly more effective in active



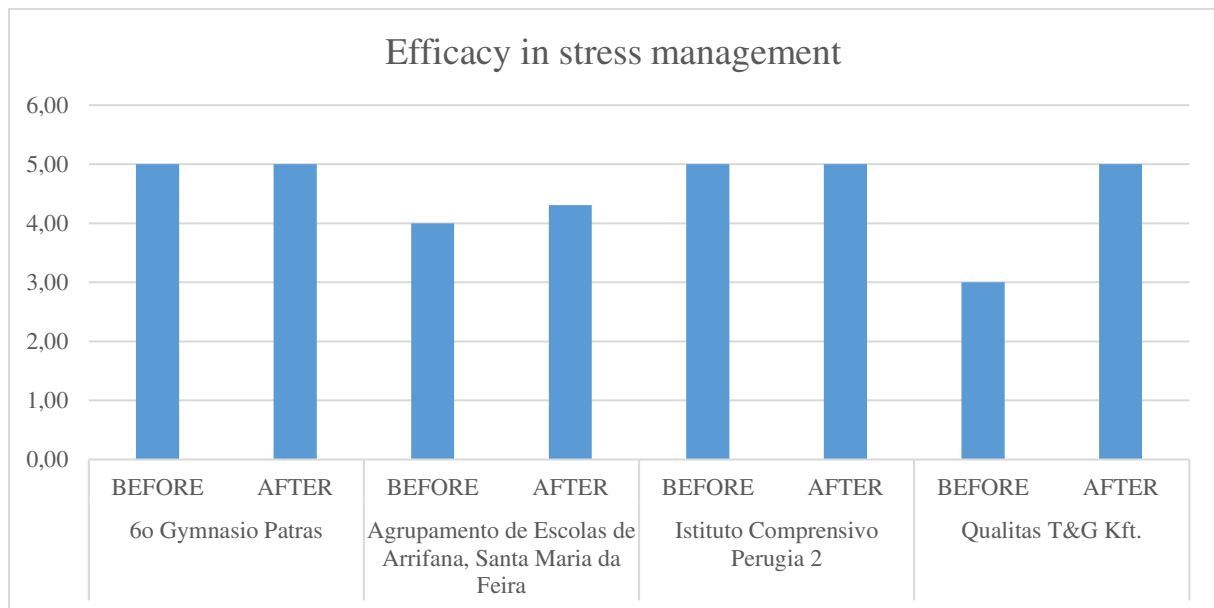
listening after the WP2. This could reflect increased confidence or improvement in active listening skills.

3. **Consistency in Other Institutions: 6o Gymnasio Patras, Istituto Comprensivo Perugia 2, and Qualitas T&G Ltd.** all maintained the same rating for active listening efficacy before and after, suggesting consistency in their self-assessments or confidence in their skills.

4.4 Efficacy in stress management

Data Breakdown

1. **6o Gymnasio Patras:**
 - **Before:** 5.00
 - **After:** 5.00
 - **Change:** 0.00
 - **Analysis:** No change in efficacy for stress management for **6o Gymnasio Patras**; they maintained a steady rating of 5.00, indicating they felt consistently effective in managing stress.
2. **Agrupamento de Escolas de Arrifana, Santa Maria da Feira:**
 - **Before:** 4.00
 - **After:** 4.31
 - **Change:** +0.31
 - **Analysis:** This institution experienced a modest improvement of +0.31 in stress management efficacy, suggesting a slight increase in their perceived ability to manage stress effectively.
3. **Istituto Comprensivo Perugia 2:**
 - **Before:** 5.00
 - **After:** 5.00
 - **Change:** 0.00
 - **Analysis:** Similar to **6o Gymnasio Patras, Istituto Comprensivo Perugia 2** maintained the same rating for stress management, indicating consistency in their perceived ability to handle stress.
4. **Qualitas T&G Ltd.:**
 - **Before:** 3.00
 - **After:** 5.00
 - **Change:** +2.00
 - **Analysis:** This partner shows a significant improvement of +2.00 in their stress management efficacy, indicating a large positive change in how they perceive their ability to manage stress.



Grand Total

- **Overall Average (Before):** 4.23
- **Overall Average (After):** 4.50
- **Change:** +0.27

Key Observations

1. **Positive Overall Trend:** the overall average increase in stress management efficacy is +0.27, showing a modest improvement in perceived efficacy across all partners.
2. **The Largest Improvement: Qualitas T&G Ltd.** experienced the largest increase in efficacy (+2.00), reflecting a substantial improvement in their ability to manage stress. This is a notable positive change.
3. **Small Improvements for Some Partners: Agrupamento de Escolas de Arrifana** experienced a modest improvement of +0.31 in stress management efficacy, while others like **6o Gymnasio Patras** and **Istituto Comprensivo Perugia 2** maintained the same ratings, suggesting stability in their stress management skills.

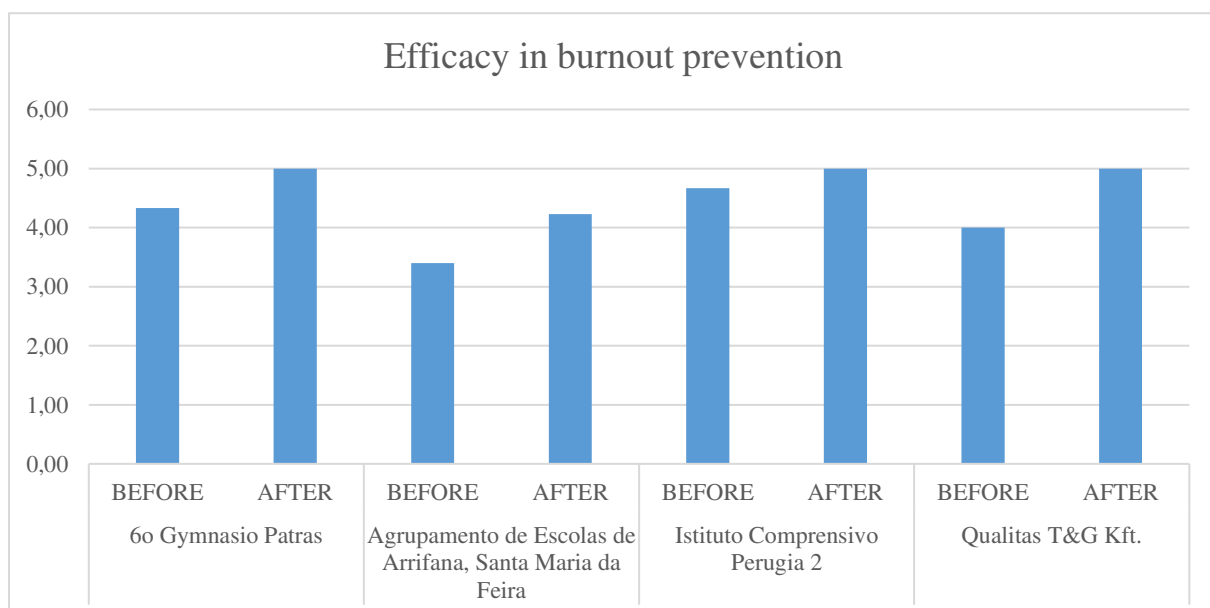
4.5 Efficacy in burnout prevention

Data Breakdown

1. **6o Gymnasio Patras:**
 - **Before:** 4.33
 - **After:** 5.00
 - **Change:** +0.67



- **Analysis: 6o Gymnasio Patras** shows a significant improvement of +0.67 in burnout prevention efficacy, indicating a noticeable positive shift in how they assess their ability to prevent burnout.
2. **Agrupamento de Escolas de Arrifana, Santa Maria da Feira:**
 - **Before:** 3.40
 - **After:** 4.23
 - **Change:** +0.83
 - **Analysis:** This institution experienced a notable improvement of +0.83, suggesting a significant increase in their perceived ability to prevent burnout over the period.
 3. **Istituto Comprensivo Perugia 2:**
 - **Before:** 4.67
 - **After:** 5.00
 - **Change:** +0.33
 - **Analysis: Istituto Comprensivo Perugia 2** shows a moderate improvement of +0.33, indicating a positive shift in burnout prevention efficacy, though it is less significant compared to some other institutions.
 4. **Qualitas T&G Ltd.:**
 - **Before:** 4.00
 - **After:** 5.00
 - **Change:** +1.00
 - **Analysis: Qualitas T&G Ltd.** has the largest increase in burnout prevention efficacy, with a +1.00 improvement. This reflects a strong positive change in how they feel about preventing burnout.





Grand Total

- **Overall Average (Before):** 3,73
- **Overall Average (After):** 4.44
- **Change:** +0.72

Key Observations

1. **Overall Positive Trend:** the overall average increase in burnout prevention efficacy is +0.72, reflecting a modest but positive trend across all partners.
2. **The Largest Improvement: Qualitas T&G Ltd.** shows the largest improvement in burnout prevention efficacy, with an increase of +1.00, suggesting a significant improvement in their perception of their ability to prevent burnout.
3. **Other Positive Changes: Agrupamento de Escolas de Arrifana** shows a strong improvement of +0.83, indicating they felt a marked increase in their ability to prevent burnout; **6o Gymnasio Patras** experienced a smaller, but still significant improvement of +0.67, while **Istituto Comprensivo Perugia 2** had a more moderate increase of +0.33.

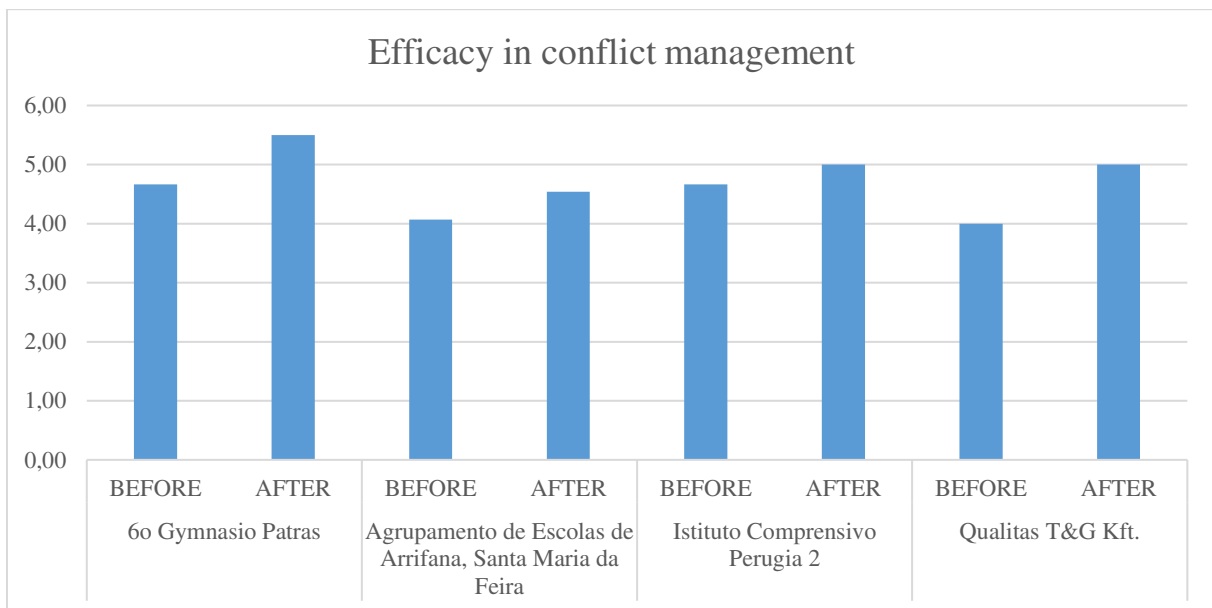
4.6 Efficacy in conflict management

Data Breakdown

1. **6o Gymnasio Patras:**
 - **Before:** 4.67
 - **After:** 5.50
 - **Change:** +0.83
 - **Analysis:** **6o Gymnasio Patras** experienced a substantial improvement of +0.83 in conflict management efficacy. This indicates a significant positive shift in their perception of their conflict management skills.
2. **Agrupamento de Escolas de Arrifana, Santa Maria da Feira:**
 - **Before:** 4.07
 - **After:** 4.54
 - **Change:** +0.47
 - **Analysis:** This institution shows a moderate improvement of +0.47 in conflict management efficacy, reflecting a positive shift, though smaller compared to some other partners.
3. **Istituto Comprensivo Perugia 2:**
 - **Before:** 4.67
 - **After:** 5.00
 - **Change:** +0.33



- **Analysis: Istituto Comprensivo Perugia 2** has a smaller but positive increase of +0.33, showing a slight improvement in their conflict management skills.
4. **Qualitas T&G Ltd.:**
- **Before:** 4.00
 - **After:** 5.00
 - **Change:** +1.00
 - **Analysis: Qualitas T&G Ltd.** shows the largest improvement in conflict management efficacy, with a +1.00 increase, reflecting a strong positive shift in how they perceive their conflict management abilities.



Grand Total

- **Overall Average (Before):** 4.23
- **Overall Average (After):** 4.72
- **Change:** +0.49

Key Observations

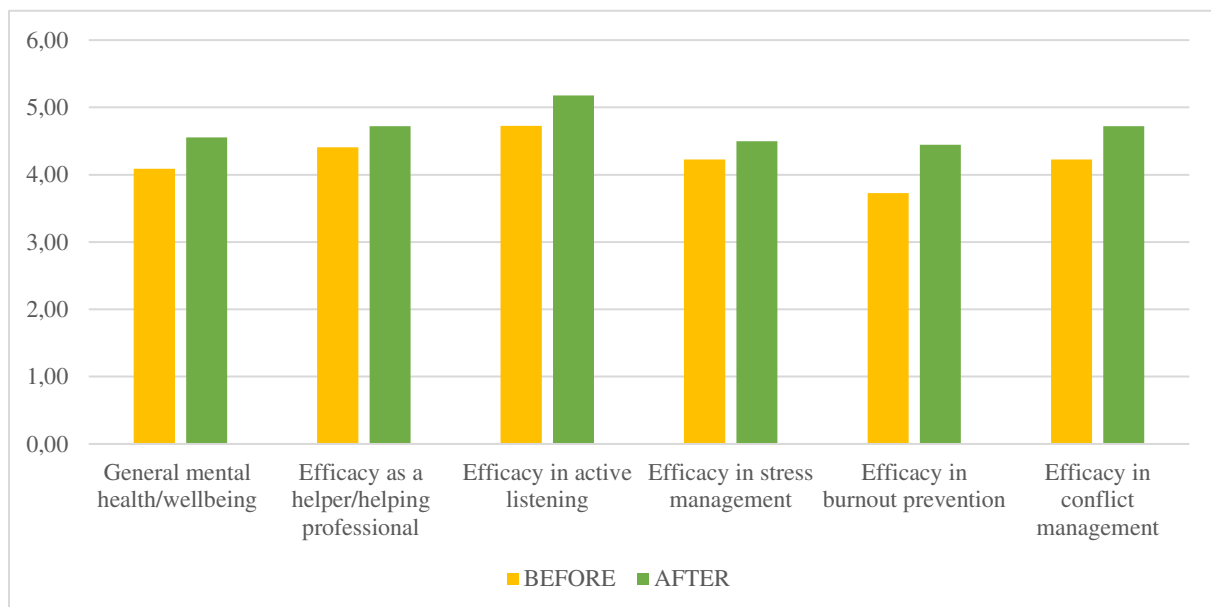
1. **Positive Trend:** the overall average increase in conflict management efficacy is +0.49, reflecting a modest but consistent improvement in conflict management skills across all partners.
2. **The Largest Improvement: Qualitas T&G Ltd.** experienced the most significant improvement (+1.00), showing a strong positive shift in their conflict management efficacy.



3. **Substantial Improvement for 6o Gymnasio Patras:** 6o Gymnasio Patras also shows a notable improvement (+0.83), indicating a strong increase in their confidence and perceived efficacy in managing conflicts.
4. **Moderate Improvements:** Agrupamento de Escolas de Arrifana saw a moderate improvement (+0.47), while Istituto Comprensivo Perugia 2 had a smaller increase (+0.33), indicating positive but less pronounced changes.

4.7 The average across all partners

The **average changes** across all partners based on the: **Before, After, and Grand Total** are given for each area.



5. Recommendations or Further Insights

1. **Focus on Burnout Prevention:** since burnout prevention showed the largest improvement, it may be worth exploring what specific practices, training, or strategies contributed to this improvement. Understanding what worked well here could help to further improve these efforts.
2. **Targeting Smaller Changes (Stress Management):** Stress Management showed the smallest increase. It may be worth investigating whether more targeted interventions in this area (such as additional resources or training) could lead to a more significant change.
3. **Sustainability of Gains:** it would be beneficial to examine whether these improvements are sustainable over the long term. Do partners feel that they will continue to make progress, or are there areas that may need ongoing support to maintain these gains?



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WORKSHOP FOR TEACHERS AND HELPERS 4-8 NOVEMBER 2024 PORTUGAL

CHALLENGES OF A TEACHER FROM THE 21ST CENTURY



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WORKSHOP FOR TEACHERS AND HELPERS 4-8 NOVEMBER 2024 PORTUGAL

COACHING FOR TEACHERS AND POSITIVE RELATIONSHIPS IN THE CLASSROOM

CHALLENGES OF A TEACHER FROM THE 21ST CENTURY
LURDES NEVES

CHALLENGES OF A TEACHER FROM THE 21ST CENTURY

OBJECTIVES

- To make new teaching resources known to apply in the classroom.

To foster the creation of associative and collaborative learning contexts using active methodologies.

- To develop the ability to manage conflict situations, inside and outside the class.

- To present leadership and training tools for teachers in the classroom.



PROPOSED CONTENTS

1. The concept of coaching for teachers® and positive relationship with students.
2. Gardner's model of multiple intelligences and the profile of the 21st century.
3. The profile of the 21st century teacher.
 - 3.1. Identification and analysis of teachers' needs and assessment of their skills.
4. The process and phases of coaching for teachers®
 - 4.1. Beliefs about students' learning process and possible errors in teaching.
 - 4.1.1. Impression effect, halo effect, stigma effect, stereotypes, generalizations, projection effect, central tendency effect, polarity effect, ideal student effect, systematic bias error, group behavior error, recency error/effect.
5. Coaching to teachers and positive relation with students: Feedback training (metamodel application)
 - 5.1. How to create motivation and compromise with students: Effective and ineffective feedback
 - 5.2. Action plan
 - 5.3. Examples of instruments for positive change in the classroom
6. Learning styles
 - 6.1. Sensory perception model (NLP)
 - 6.2. Brain Specialization Model;
 - 6.3. Learning Styles Model (e.g. Kolb)

Coaching for teachers

Educational Coaching could be defined as a discipline that defends a new teaching methodology that implies a different way of understanding the concept of learning

- We are interested in concepts of the human being such as talent, qualities, capabilities, attitudes, skills, paradigms, mental models, judgments, emotions, beliefs, values...
- It is interesting to analyze how these processes influence academic, personal and professional relationships that occur within the educational context.

TEACHER'S PROFILE OF 21TH CENTURY



THE EFFECTIVE TEACHER

A good teacher, according to the postulates of coaching, **knows himself or herself**, is **not only aware of the objectives**, but also of the values and beliefs that motivate them, defines an **action plan in the class** and, whenever possible, is coherent ; lives according to its values and is consistent: acts and thinks in the same way.

Ken Bain (2006), researcher and author in the area of Educational Coaching, states that the mission of the teacher or any educator in the classroom is twofold

1. Study people's learning process
2. Encourage students to build new paradigms of reality

The Good Teacher: stimulating new paradigms of reality

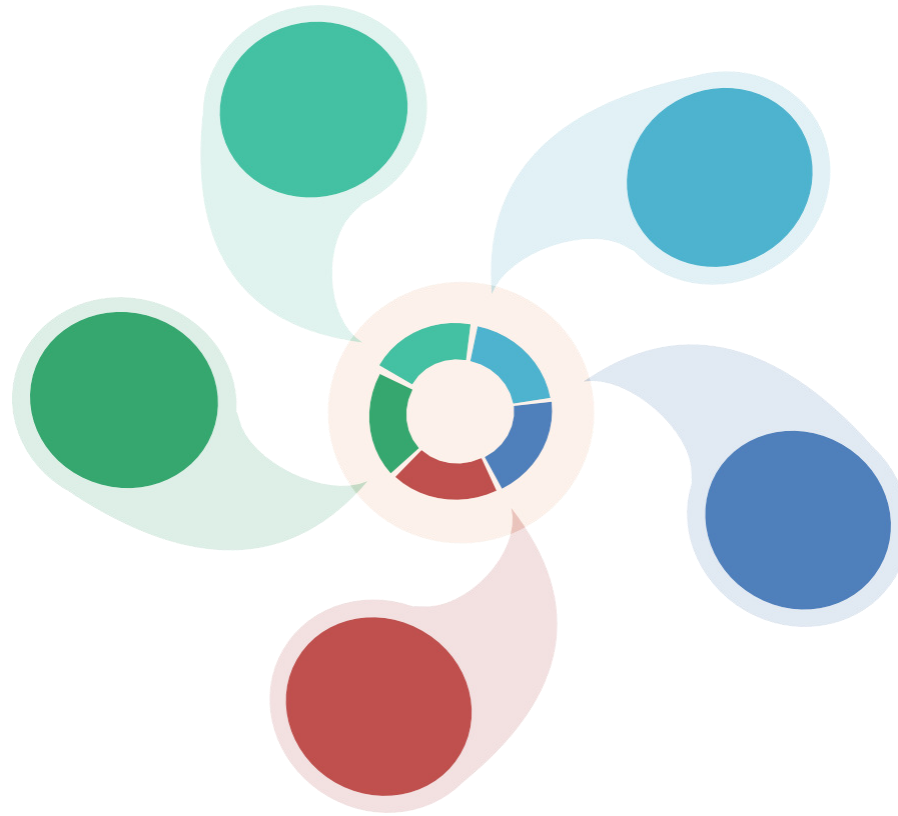
What teachers ask students is to build new mental models of reality, encouraging the construction of new reasoning schemes that stimulate learning, rather than transmitting knowledge.

These teachers focus on finding answers to important questions

- They excite students as they use methodologies, assumptions, and concepts from various fields to solve complex problems.
- They include subjects from other areas in their classes and focus on what this means for achieving a comprehensive education compared to one fragmented into separate subjects.

Instead of placing more interest in students' good exam results, they place more importance on ways to transform their conceptual understanding, foster advanced reasoning skills and the ability to critically examine their own thinking.

Who do I want to be



Possible teacher beliefs in the students' learning process



- Priming effect
- Halo effect
- Stigma effect
- Stereotypes or generalizations
- Projection (or mirror) effect
- Central tendency effect
- Polarity effect or extreme trends
- Ideal Student Effect

Possible teacher beliefs in the students' learning process

Printing effect: this is the initial effect caused by the student due to scientifically insignificant data, such as verbal fluidity, extroversion, presence, way of dressing, etc.

Halo effect: consists of valuing the student due to a single favorably appreciated action

Possible teacher beliefs in the students' learning process

- Stigma effect: Consists of devaluing the student due to a single unfavorably appreciated option.

- Stereotypes or generalizations: being influenced by regional and national stereotypes, the student's origin, etc.

- Projection (or mirror) effect: consists of comparing the student's qualities with their own or with those of another known person, making a general positive assessment, if any are similar or vice versa

Possible teacher beliefs in the students' learning process

- Polarity effect or extreme tendencies: evaluating a student's elements very well or very poorly.

- Ideal student effect: teachers tend to have an image of what the ideal student is like and, based on this, they judge who they have in their classes.

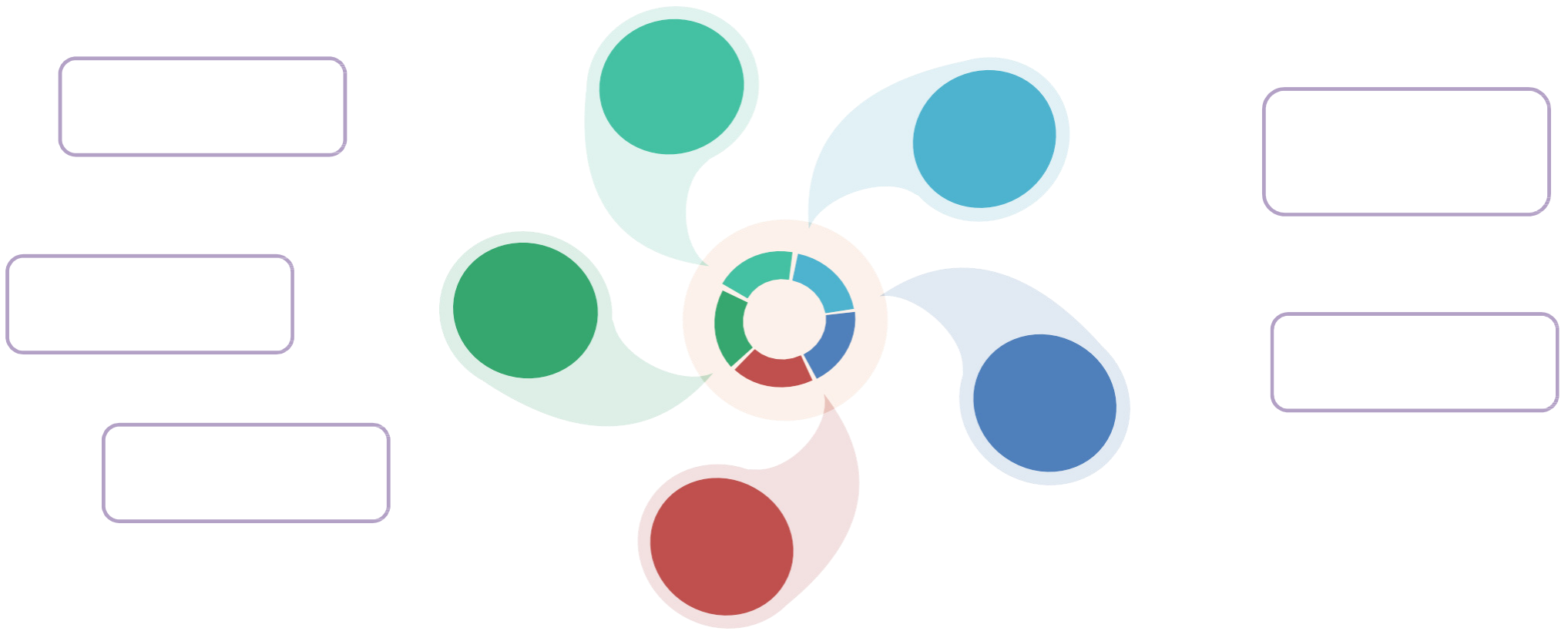
The image is permeated with subjective characteristics...

- Systematic bias error: permanent tendency to evaluate reality in a distorted way in a positive, negative or neutral sense.
- Group behavior error: occurs when a student differentiates himself (in positive or negative terms) from a homogeneous group. Valuation by comparison or the assimilation of individual valuation to group valuation may occur.
- Recent performance error: overall positive or negative assessment of the student due to poor performance in the period prior to the assessment

Self- Evaluation

- **What are the main mistakes that you think you find in yourself?**

What do I have to change?





LEARNING WITH - COACHING TO TEACHERS

Learning According To Educational Coaching

- **Change** because it implies a change in the person who learns, which can be favorable or unfavorable, fortuitous or deliberate.

- **Experience** because this change must be the result of experience, of the interaction of the person who learns with their environment.

- *Learning would therefore be the change produced in a person as a result of an experience.*

Effective learning

Learning success depends on 3 factors

- The intelligence
- The methodology
- The motivations

Only the sum of the 3 allows you to obtain effective learning

Intelligence alone is not decisive for learning (Gardner's concept of multiple intelligences). All learning successes also have a common basis: THE EMOTIONS/FEELINGS during the learning process and the motivation of the learner.

The method used to teach/train must facilitate learning, which is achieved through knowledge of:

- **Biological principles:** brain processes related to learning.
- **Psychological principles:** the principles of learning and motivation for pairing

General learning scheme

The three main elements that we learn about and on which our educational methodologies are based are the following :

- Where we learn concepts, principles and facts that are learned through theoretical learning.
- Where we learn attitudes, values, emotions and ways of behaving that are acquired through interaction and relationship skills, what we call experiential or experiential learning. In this learning, value is also given to teaching students to think for themselves
- Where we learn procedures, techniques, rules, processes, methods, etc., which we acquire through practice and training, that is, practical learning.



LEARNING STYLE MODELS

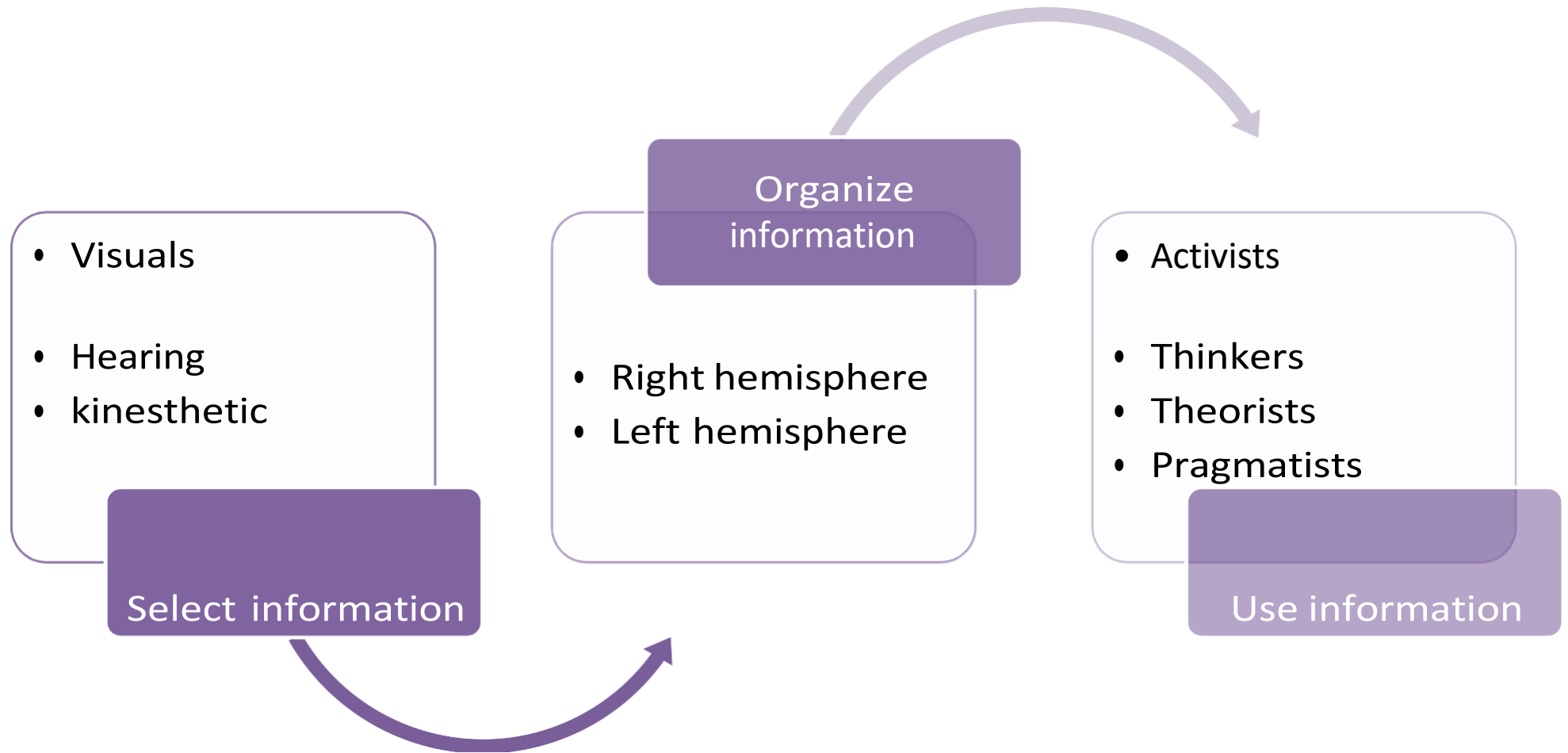
Learning Styles

Each of us uses different strategies during the learning processes

Most people tend to develop, over time, certain strategies over others, giving preference to those with which they feel more comfortable.

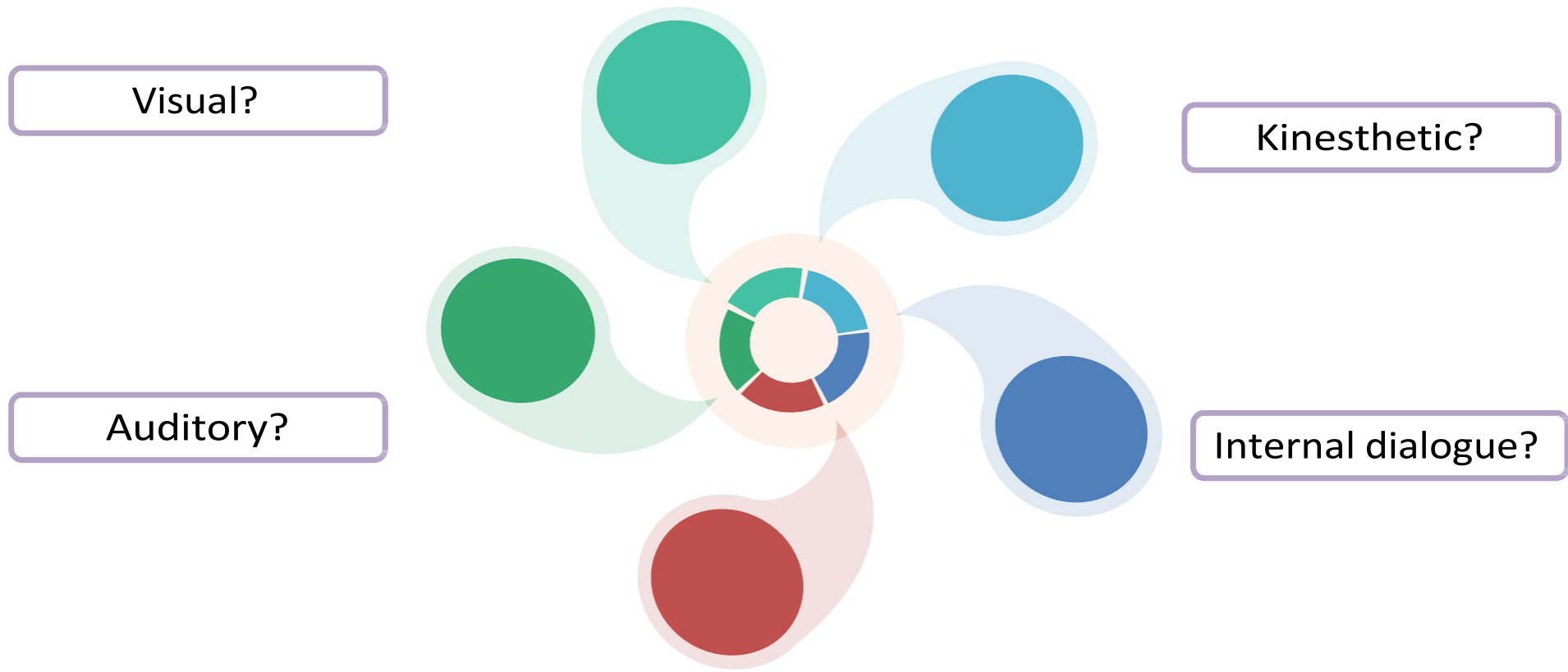
This global tendency to use certain learning schemes over others is called our “learning style”.

3 Reading models of the learning process





Who am I?



LEARNING PROCESS: SELECT INFORMATION

Quando analisamos como selecionamos essa informação, Podemos estabelecer uma distinção entre alunos visuais, auditivos e cinestésicos.

Sistema de representação visual	Sistema de representação auditivo	Sistema de representação cinestésico
<ul style="list-style-type: none">• Recordamos imagens abstratas (como letras e números).• Recordamos imagens concretas.	<ul style="list-style-type: none">• Permite ouvir, na nossa mente, vozes, sons, música, etc.• Recordamos uma canção ou uma conversa, ou quando reconhecemos a voz da pessoa com quem falamos ao telefone.	<ul style="list-style-type: none">• Onde quando recordamos o sabor da nossa comida preferida ou o que sentimos ao ouvir uma poesia.

Learning process: Selecting information

Our brain is responsible for selecting part of this information and ignoring the rest, so that we only remember what was selected, passing the rest to a “drawer” called unconscious

The visual learner will feel more comfortable and, therefore, will more easily remember information that is projected in the form of images or drawings.

The auditory learner will remember everything related to music and sound.

The kinesthetic student with movement, touch and taste.

The brain is not a storeroom that stores information randomly, but that establishes a meaning and organization for everything it receives.

Using very diverse stimulation, we create a representation of what we want to remember.

Learning process: selecting information

Even though most of us feel more comfortable using a certain representation system, it is important that the teacher is able to enhance the use of others.

The more we use representation systems, the more they develop.

Each element requires a specific representation system; remembering images or sounds is not the same thing, so it would be necessary for each of our students to use the appropriate representation system for each piece of information.

To enhance student learning in classes, the teacher must organize the work taking into account the way of learning of all students, to adapt the subject to the majority representation system of the class.

Or prepare and explain the material with teaching elements, both auditory and visual or kinesthetic, which will benefit all students.

Learning process: Organizing information

- After selecting the information, it must be organized and interrelated.
- To this end, the cerebral hemisphere model highlights the different ways we have to organize the information we receive.
- Normally, in any class, there are students who tend to use the mode of thinking associated with one hemisphere more than that associated with the other.

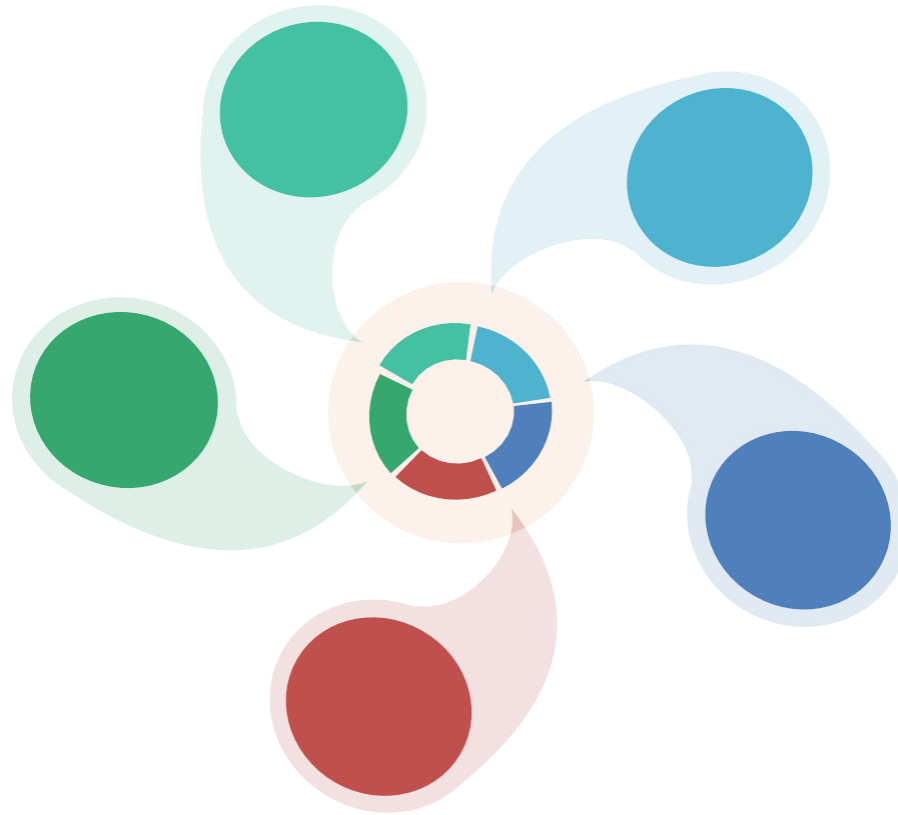
Who am I?

Theoretical?

Pragmatic?

Activist?

Thinker?





THE EDUCATIONAL COACHING PROCESS AND COACHING TOOLS IN THE CLASSROOM

The coaching process

The entire Educational Coaching process begins when the student asks the teacher for personalized attention due to some reason of dissatisfaction, a need or simply because they want to achieve something and don't know how. The student asks for change.

At the beginning of the process, the student goes through a situation of fear of change. You experience great frustration because you don't see results in the short term, a frustration that creates more dissatisfaction because it makes you aware of your limitations

Typically, this spiral of fear, dissatisfaction and frustration ends when the student begins to move forward or when the situation is so unsustainable that the project stops this hellish cycle, towards change. Support from the teacher and the home is therefore crucial.

The coaching process

However, the student takes action and begins to see the slow but continuous progress that leads him to the goal. If this stage – called transition – is successfully overcome by the student, it will inevitably lead to the achievement of the proposed objectives.

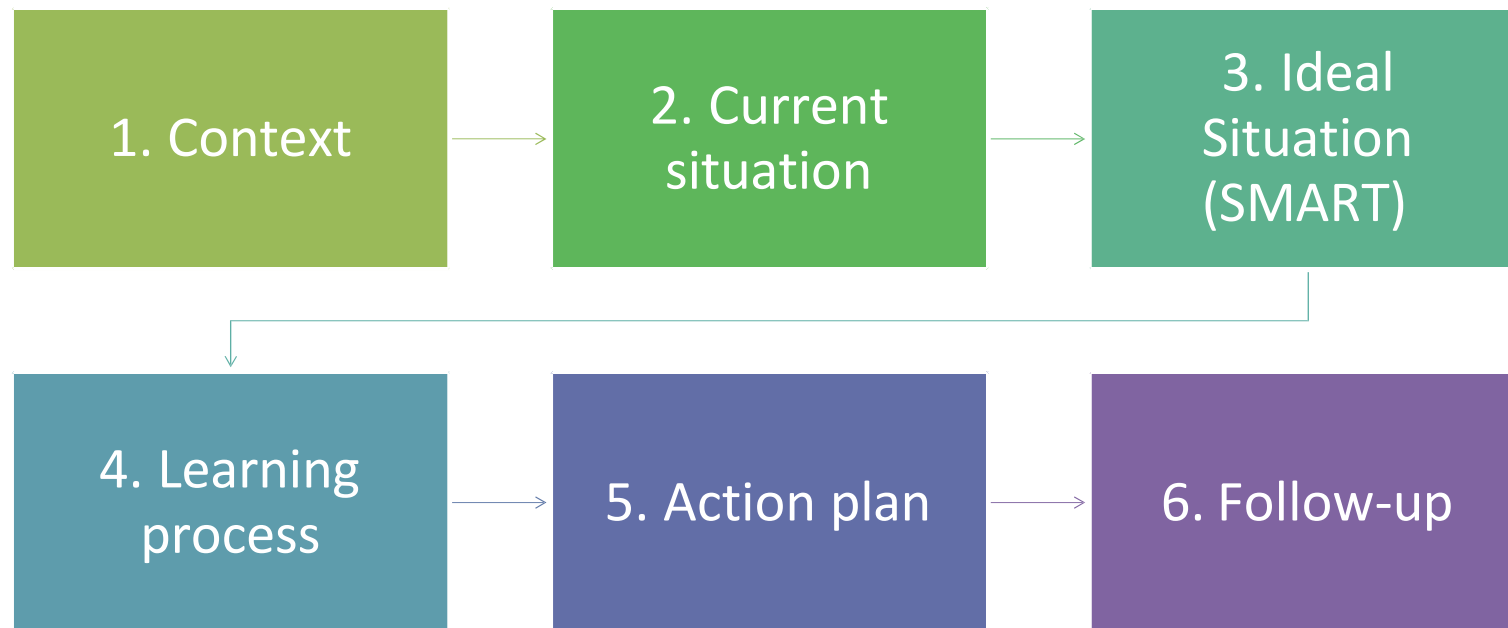


After the transition and, at the end of the process, the student will have changed part of their underwear, stripping themselves of everything that prevented them from developing and learning a new repertoire of resources and tools to face the circumstances of their surroundings.



THE PROCESS AND PHASES OF COACHING TO TEACHERS

Phases of an Educational Coaching process



Phases of an Educational Coaching process

Phase 1. Context

One of the qualities of a good teacher: being able to create an environment of trust and security.

The class, or the student, must feel comfortable with the teacher, so that they are able to open up to him and speak.

This phase is preliminary, however, it is one of the most important phases of the teaching process as it is where the teacher generates enough trust in his students so that later commitments can be established.

Without this creation of context in the classroom, learning cannot be produced.

Phases of an Educational Coaching process

Phase 2. Current situation

Analysis of the group and class performance level.

This phase serves to learn how each of the students works and the characteristics of the group they form:

Cohesion, type of leadership, learning styles, behavior patterns/norms, values, etc.

Subsequently, and after analyzing this information, we move on to the development of each phase of the coaching process.

Phases of an Educational Coaching process

Phase 2. Current situation

Cont.

- Jointly plan goals and achievements.
- Define objectives to be achieved; goals to be met during the process and mistakes to be avoided

Phase 3 - Ideal Situation

OBJECTIVES TO BE ACHIEVED:

- Guide the student's (or class's) effort to define achievement goals according to their level of skills and competencies.
- Reflect on the attitudes necessary to achieve these goals.
- Identify obstacles that prevent high performance.

To achieve these objectives, the following actions must be taken:

- Communicate the coaching process to the class: encourage and motivate them to achieve it.
- Work in parallel with each of the students: the teacher analyzes the student's starting point and his reference in the group while he thinks about what the teacher can help with.

Phase 3 - Ideal Situation

DURING PROCESS DEVELOPMENT:

- Ask the student what goals they set during the course and, specifically, in which subjects and/or circumstances and why.
- Remember the guidelines to follow when setting any type of goals:
- They must be clear, measurable and evaluable, ecological, situated in time, etc.
- Communicate the goals that the teacher himself had established for the group or individual student and study them together.
- Prioritize one or two training goals, focusing planning on defining concrete action plans, whether individual or for the group.
- Start training the first action plan, establishing indicators that allow you to know whether it is being carried out correctly or incorrectly.
- Encourage continued communication.

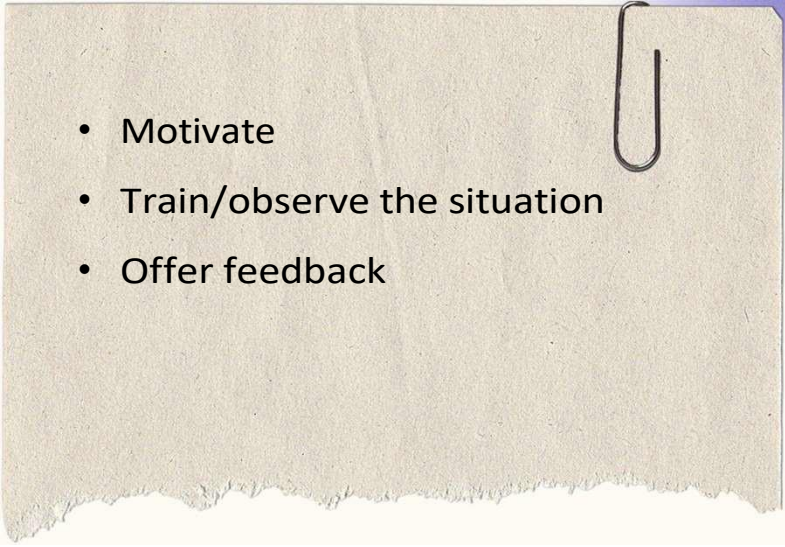
Phase 3 - Ideal Situation

MISTAKES TO AVOID IN THESE SITUATIONS ARE:

- Establishing excessively generic and/or ambitious goals and achievements, that is, not complying with the rules for defining objectives.
- Define what should be planned, but without analyzing how

Phases of an Educational Coaching process

Phase 4. Learning process

- 
- Motivate
 - Train/observe the situation
 - Offer feedback

Phase 4 - Learning Process: Motivate

Objectives to be achieved

- Create the necessary climate and communication to ensure that the student feels confident in themselves and confidently expresses their development expectations and the class progresses towards meeting its objectives.
- Promote creativity as a source of original ideas, demonstrating the effectiveness of developing this capacity.
- Develop in the student a discerning ability so that, depending on their capabilities, they can deduce the consequences, both positive and negative, of fulfilling the expectations they express.
- Motivate the student to develop this entire process and the class to achieve their objectives.

Phase 4 - Learning Process: Motivate

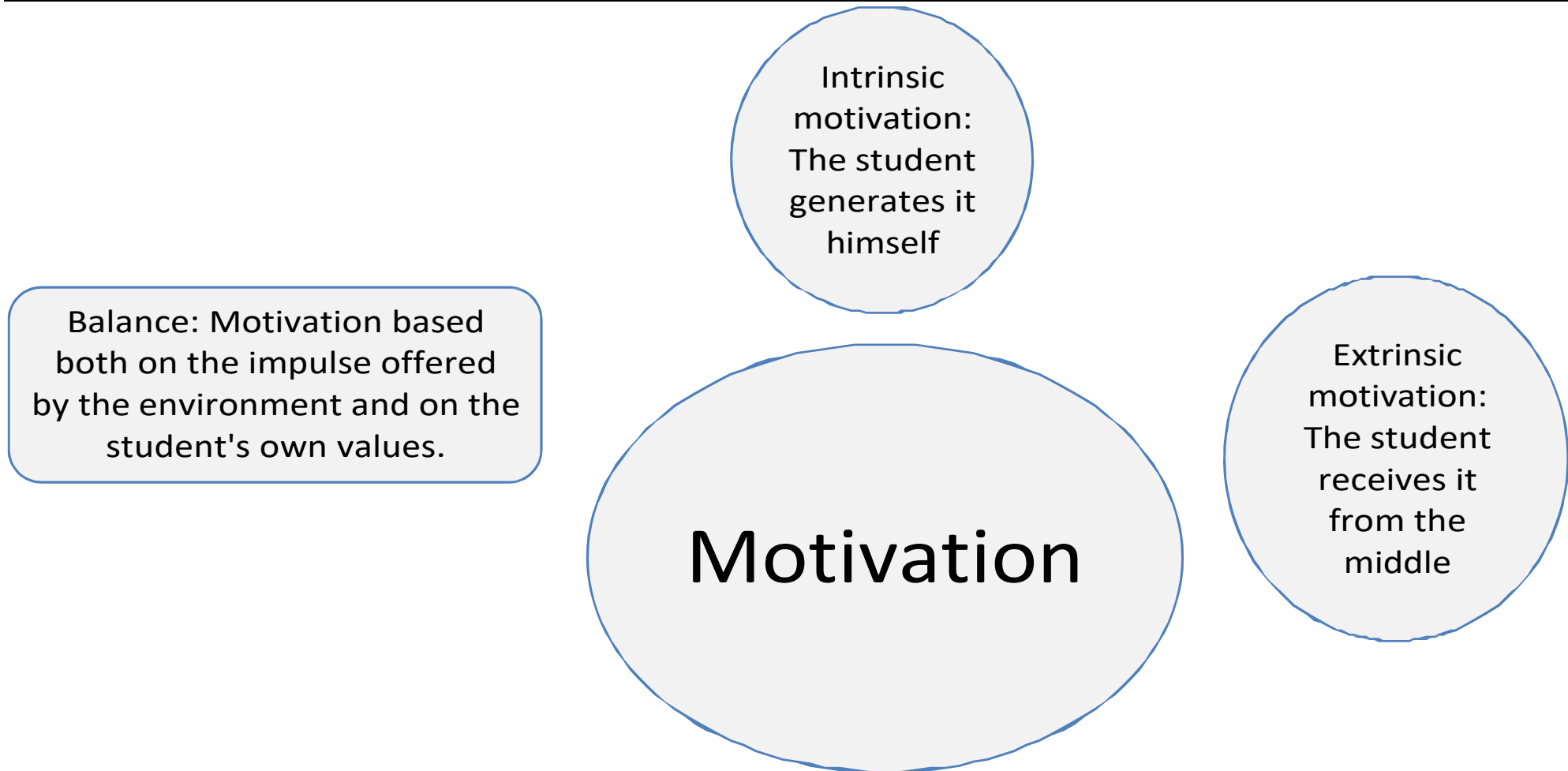
To achieve these objectives, the following actions must be taken:

- Promote active listening on both sides, teacher/student, so that expressed expectations multiply and optimize.
- First, listen to the student and the class; then suggest and ask
- Stream

Mistakes to avoid at this stage:

- Creating false expectations in students, which can produce pressure and have a negative influence on student motivation.

Desenvolver a motivação



Phase 4 - Learning Process: train/observe the situation

Objectives to be achieved:

- Practice the planned actions together with the student, so that they can acquire the skills, knowledge and attitudes necessary to carry them out optimally.
- Seek opportunities to observe and analyze student performance in class and the class itself, in which their skills, competencies and attitudes are highlighted.
- Express to the student and the class the objective of observation within the coaching process, which consists of providing the other person with a constructive perspective on their own performance, so that they can manage change and improve their capabilities.

To achieve these objectives, the following actions must be carried out:

- Know the standards you want to follow and communicate them to others. Allow the student and their class a comfortable margin of error that allows them to learn.
- Transmit security and confidence in the performance.
- Teach based on the student's learning style and what predominates in the class.
- Incorporate simple and flexible standards in order to carry out action plans.

Phase 4 - Learning Process: train/observe the situation

Mistakes to avoid at this stage:

- Interrupt the action process: replace the student or paralyze the class at the moment of action.
- Train based on your own experience and not on the student's experience.
- Provide constant standards during performance.

Phase 4 - Learning Process: train/observe the situation

In these cases, the teacher must have the following qualities:

- Being patient allows for a margin of error.
- Being perceptive and impartial has the capacity for observation and analysis and is objective. Listening effectively: practices active listening.
- Propose your ideas clearly and make sure you are understood.
- Inquire about the student's opinions and interests and take them into account.
- Being empathetic: putting yourself in the student's shoes and understanding their stances and points of view when faced with a problem/task.
- Offer feedback on class performance.
- Request feedback on your own performance as a teacher.
- Maintain an open and interested attitude towards your students.
- Serve as a role model: be responsible and inspire trust and credibility.
- Have knowledge and/or experience in the activity you perform.
- Transmit enthusiasm and interest to your students in personal improvement.

Fase 4 - Processo de Aprendizagem: oferecer feedback

Sender = Professor

Receptor = student

Ask the student

Ask the teacher

Fase 4 – What to change?

Sender = Professor

Receptor = student

Powerful questions
students

Active Listening

Phase 4 - Learning Process: offering feedback

Consequences of No Feedback

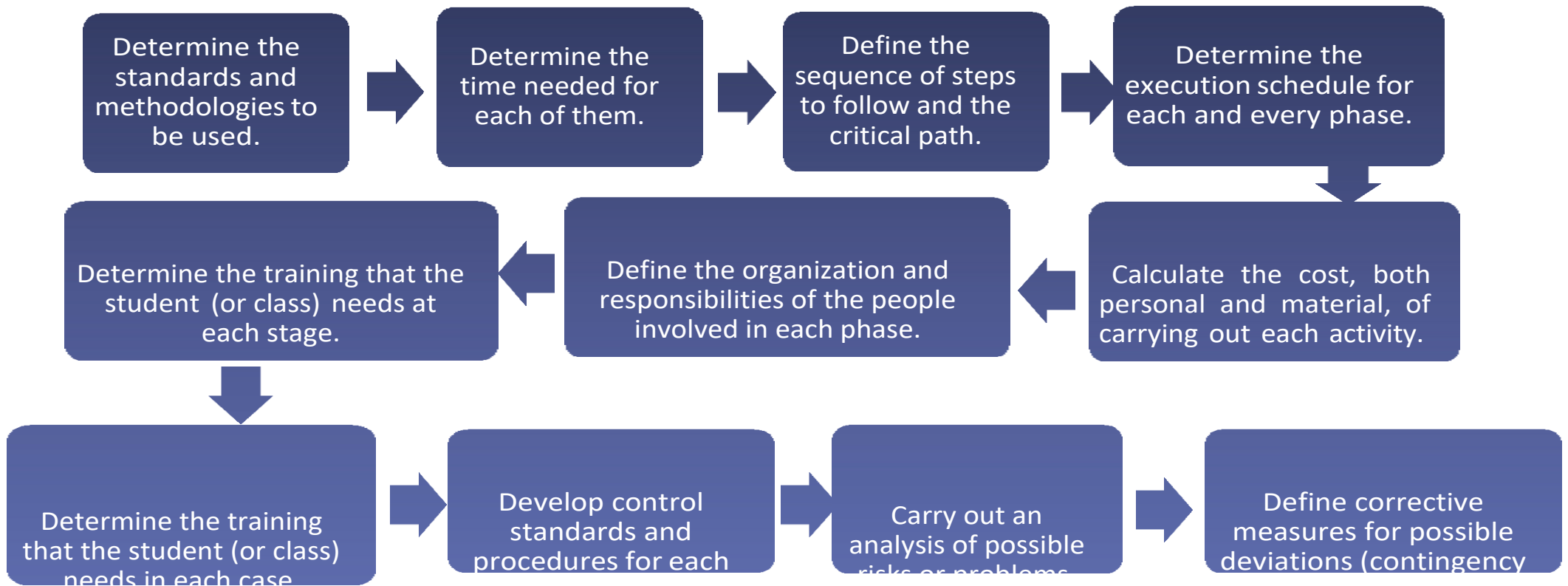
- Unawareness of teacher and student performance
- If performance favors learning, the actors do not know that this is the path nor do they have the means to correct and improve

Phase 5 - Action plan

- Summary of actions to be carried out to carry out a work program and execution schedule
- Develop students' learning ability

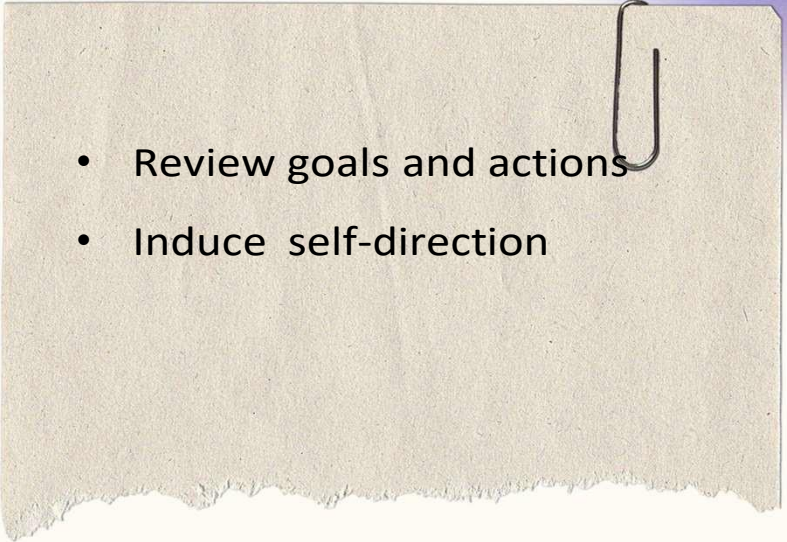
Phase 5 - Action plan- exercise

Creating an action plan



Phases of an Educational Coaching process

Phase 6. Follow-Up

- 
- Review goals and actions
 - Induce self-direction

Phase 6- Follow-up: review goals and actions

Objectives to be achieved

- Select the most successful solutions in relation to different situations.
- Create alternatives in relation to future actions.
- Make decisions and implement these alternatives, finding the most appropriate capabilities to put them into effect.

What to do?

- Relate the use of skills and attitudes learned with achieving success

Mistakes to avoid at this stage:

- Force performance improvement based on error alone.
- Do not reinforce the improvement of student performance.

Phase 6- Monitoring: inducing self-direction

Objectives to be achieved

- Make your (the student's) new goals that are based on developing your potential.
- Create work situations that allow students to develop their own autonomy.
- Establish an accessible monitoring and consultation mechanism, which allows progress to be seen and any aspect to be improved to be considered.

What to do?

- Carry out an analysis of the objectives achieved, celebrating the student's successes.
- Develop a positive climate in which aspects already trained can be resumed.

Mistakes to avoid at this stage:

- “Quit” the coaching process here, as soon as the student begins to guide their own development.
- Do not let the student develop their own learning and self-management capacity.

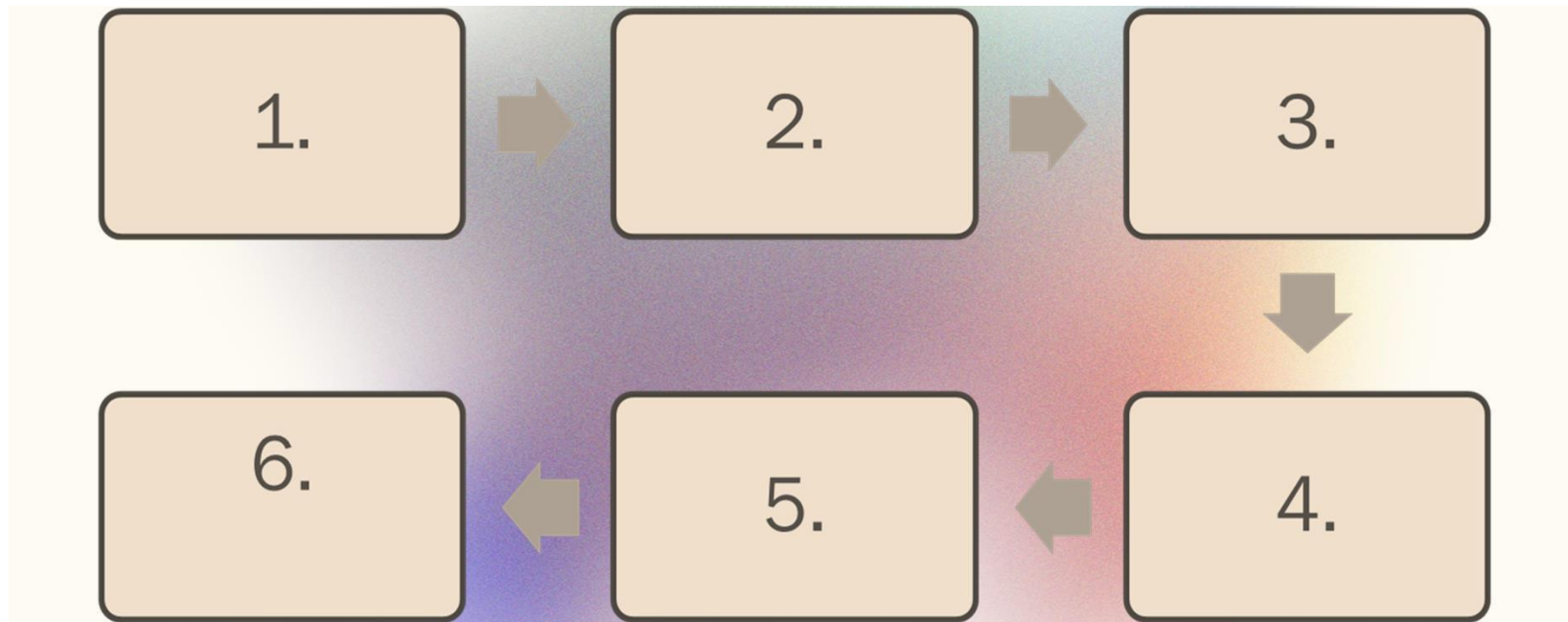
PRACTICAL ACTIVITY

Thinking about the educational coaching process, make a personal reflection based on the following questions:

What do you believe is the most important phase of the coaching process in the educational system?

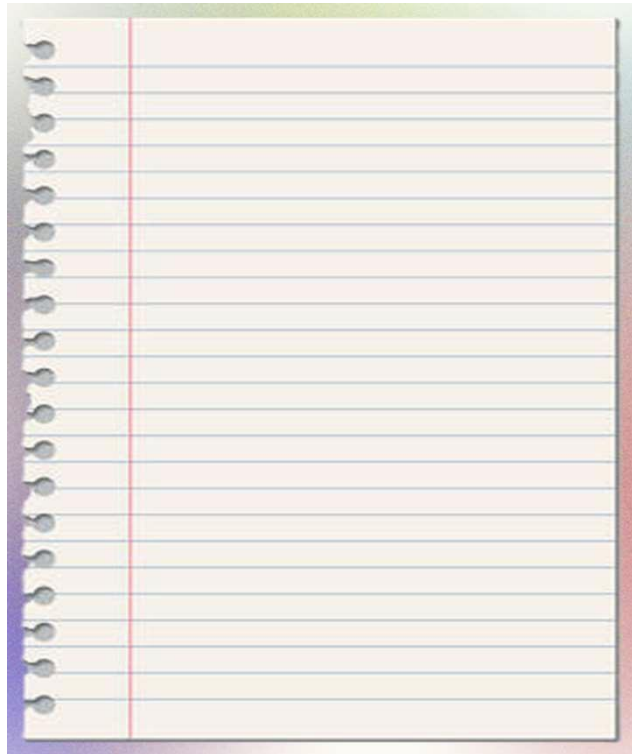
At what stage of this process do you feel most comfortable as a teacher?

Create the Phases of an Educational Coaching Process for the Arrifana School Group



PRACTICAL ACTIVITY IN GROUPS

Ex. Coaching process aplied to a class





5 Educational Coaching Tools

Coaching Tools

Educational coaching uses a set of educational tools that aim to:

- ✓ Increase the motivation of students and teachers.
- ✓ Improve school management leadership and meeting management.
- ✓ Prevent and manage conflicts.
- ✓ Improve relationships with families.

Coaching Tools

ITSO

Tool used to carry out an exhaustive analysis of the current situation of an individual or organization to, from there, establish an action plan that leads to an ideal situation.

It is based on the analysis of the 4 concepts that give it its name;

IMPROVEMENTS

THREATS

STRENGTHS

OPPORTUNITIES

MAFO

It allows you to analyze the **Improvements, Threats, Strengths and Opportunities** of a situation that we want to change:

- To identify **improvements and strengths**, we have to focus the analysis on ourselves or our organization
- To identify **threats and opportunities**, the analysis must focus on the environment.

How is it used?

- There are many educational institutions where the school management uses **ITSO** to analyze the current situation of their organization and the characteristics of the environment and, based on the results of this analysis, develop a strategic plan to implement in the short, medium and long term.
- At the individual level, this tool can be very interesting for the educator, allowing him to identify his strengths as a teacher – where he stands out, where he finds it easier – and his areas for improvement

Requires analysis of the educational professional context

Results can be plotted

SWOT

Strengths

- Examples: empathy with students; responsibility; communication

Opportunities

- Examples: Good team of teachers; Continuing training; Opening of the school to the outside world

Improvements/opportunities

- Examples: Patience; Organization; Openness to new methodologies

Threats

- Examples: Lack of resources and space; Discrediting the role of the teacher; conditioning of educational provision

Example

Strengths

Improvements/opportunities

Opportunities

Threats

Coaching Tools: Writing

It materializes in different formats, resulting in several distinct sub-tools.

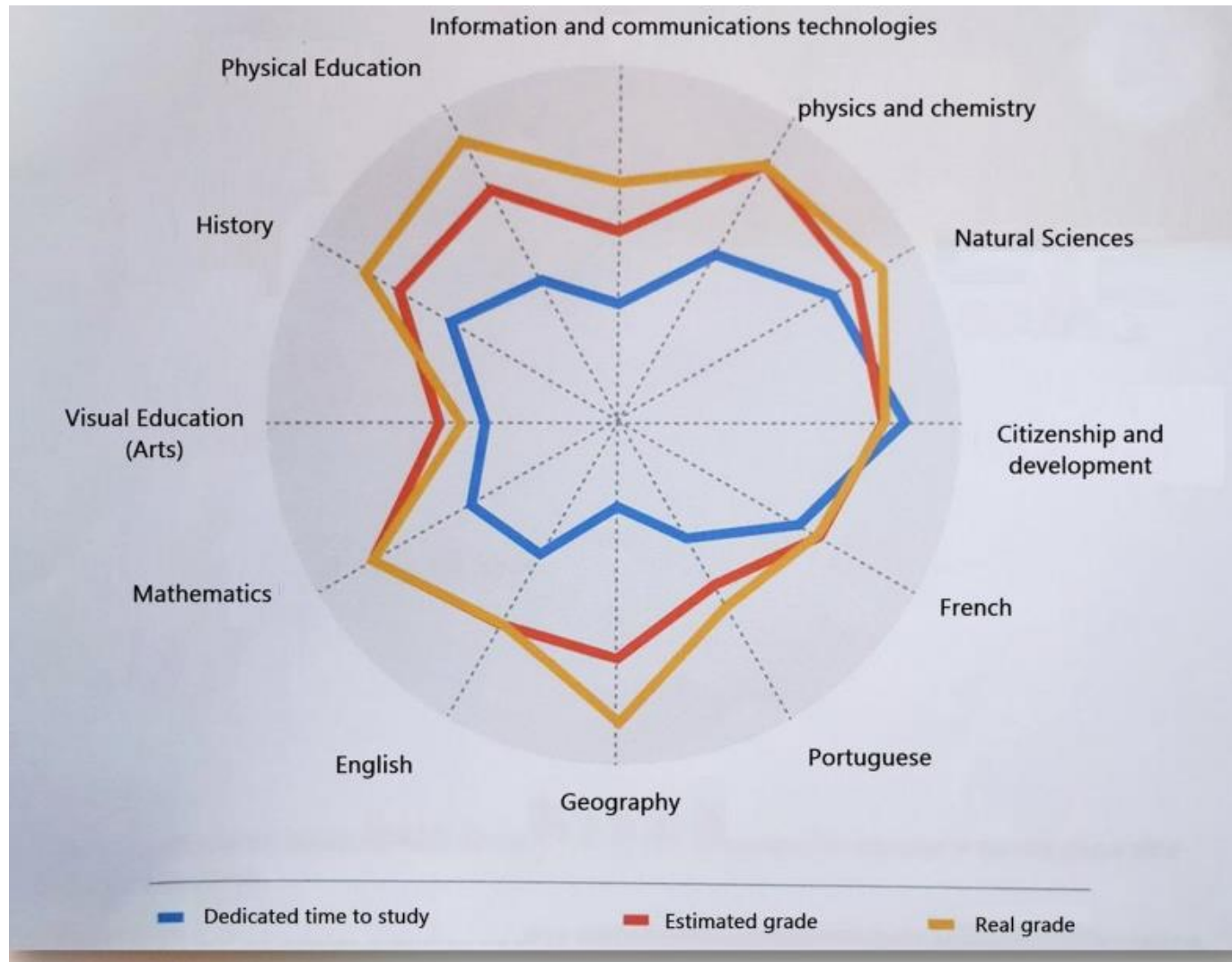
- Autobiography: record of important moments in a personal story or words associated with these milestones, accompanied by a short description
- Diary of positive records: daily record of 3 pleasant moments and the emotional response obtained.
- Plan your path: planning actions to be taken to achieve certain objectives, identifying possible obstacles.
- Conceive your vision: defining personal or academic objectives and goals in order to facilitate decision-making in the present.
- School learning line: record of all events relating to an academic journey and their impact on a personal level.

Coaching Tools

Educational wheel/circle:

- Tool that makes it possible to become aware of the degree of satisfaction or dissatisfaction with a current reality.
- The educational wheel is divided into a certain number of quadrants, according to the variables you want to measure.
- Each quadrant is assigned a value from 0 to 10, with 0 being the center of the wheel and 10 being the outer limit. The areas that need the most attention are those with the lowest value.

Educational wheel/circle



Educational wheel/circle: example

Participants: 7th-12th year students

- Location: classroom
- Duration: 2h

Objectives:

- Make students aware of their academic performance and the relationship between effort and success
- Make students analyze their study methods and dedication to each subject.
 - Make students understand the correlation between the following variables:
 - ✓ Hours of dedication
 - ✓ Passion for discipline
 - ✓ Mastery of the discipline
 - ✓ Notes

Educational wheel/circle: procedure

1. The teacher decides that the educational circle will be divided into quadrants equivalent to the students' subjects

2. The teacher explains to the students what an educational circle is, how it works and what the exercise they are going to perform consists of

3. Each student wanted their own wheel with the 12 subjects, forming 12 quadrants, one per subject

4. Subsequently, the teacher decides the variables that the students will measure and chooses to choose three: Time dedicated to study, estimated grade (the grade they believe they will have in the final test) and actual grade.

5. Students assign a rating from 0 to 10 to these three variables - for each of the subjects - with 0 being the lowest value and 10 being the maximum value.

6. Finally, students evaluate themselves on all variables and combine the resulting values to form the final graph

Educational circle: Conclusions

A connection can be established between the variable Time dedicated to studying and the passion that students reveal for these subjects. Or an empirical correlation between the time dedicated to studying and the actual grade, or between effort and academic performance.

Furthermore, problems of insecurity or lack of self-esteem can also be detected in students who generally score low in their estimated grades and then have very good grades, or, on the contrary, a lack of attachment to reality in students who score highly in their grades. estimated and then present low grades

Educational wheel: procedure

Timeline

- Tool that allows you to associate successes with strengths in three Phases distinct temporalities: Present and future
- The realization that any success achieved results from using personal qualities, improves self-esteem and increases
- self-confidence and motivation

Mandala

- Tool that uses graphic or visual representation of the future
- It materializes in a collage or drawing composed of two quadrants: An upper one, which reflects the current situation, and a lower one, representing an ideal situation (to be achieved in the future)
- It is complemented by the definition of a personal motto
- The mandala can be used in school or professional guidance, but also to help decision-making, stimulate self-knowledge

Ferramentas de coaching: Relatório da atividade

-
1. **Descrição:** Breve apresentação da ferramenta utilizada e dos motivos que o levaram a escolhê-la (incluindo descrição da situação e contexto).
Objetivo: Alterações, melhorias ou metas a alcançar com a aplicação da ferramenta.
2. **Destinatário(s):** Características da pessoa ou grupo a quem foi aplicada a ferramenta.
Metodologia: Descrição pormenorizada do processo de trabalho.
3. **Resultado:** Alterações resultantes da aplicação da ferramenta, acompanhadas de um comentário. Podem ser apresentadas recorrendo a tabelas ou gráficos.
4. **Conclusão:** Relação entre os resultados alcançados e os objetivos definidos. Pode, ainda, complementar o relatório com uma imagem da ferramenta depois de aplicada.

Action plan

Reflection Board:

Problem	
Consequences	
Causes	
Alternative behaviors	

Alternative behaviors

Macro Objectives	
Micro Objectives	

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

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METHODOLOGIES AND TOOLS FOR MENTAL
HEALTH FOR TEACHERS



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METHODOLOGIES AND TOOLS FOR MENTAL HEALTH FOR TEACHERS



Methodologies 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.

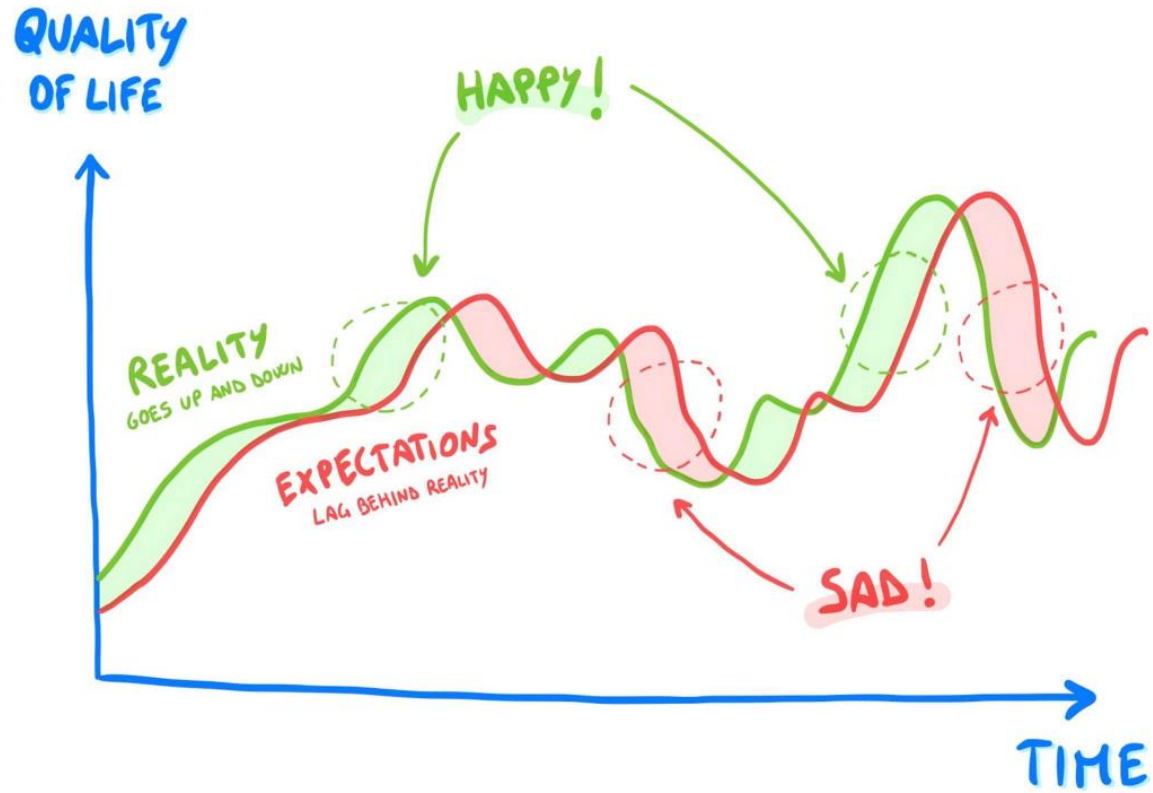
Basic families of emotions (Goleman, 1998)

- **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.

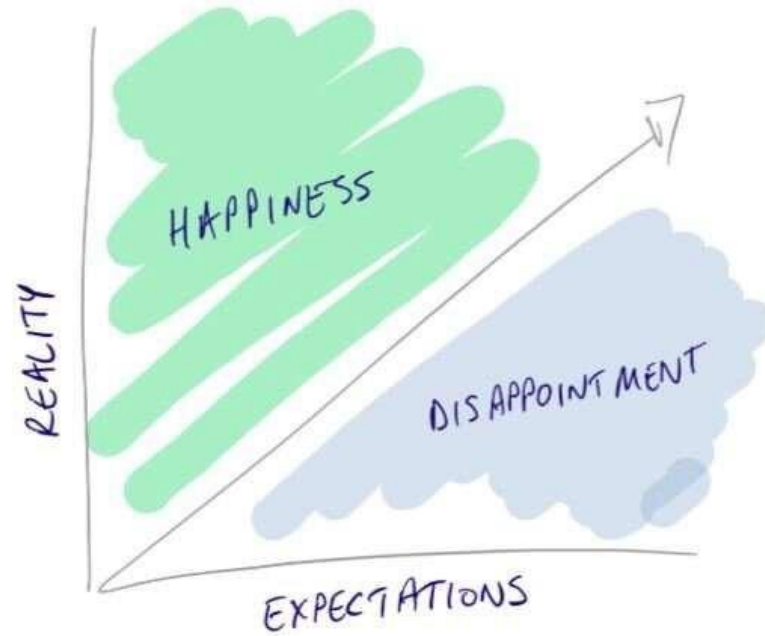
Emotions exercise- what is your emotion now?



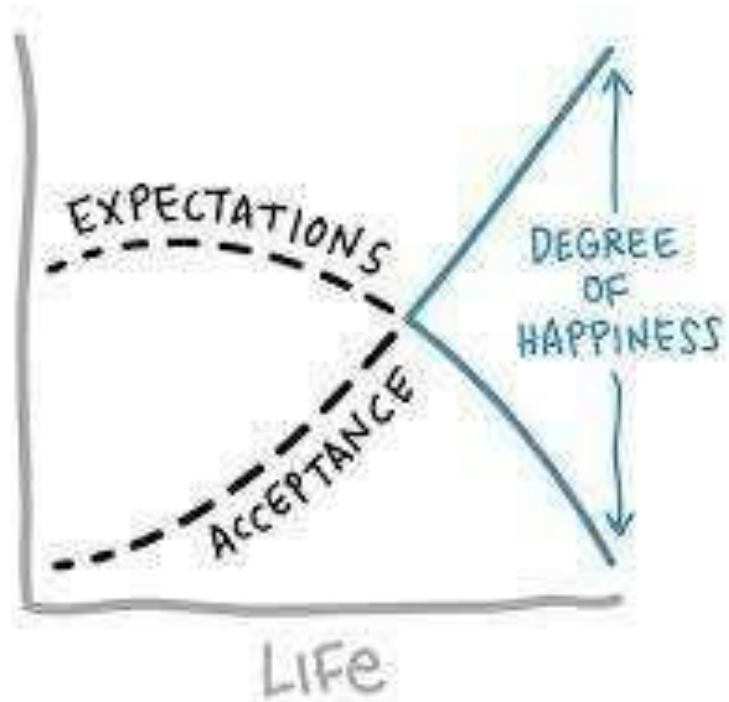
Life timeline



Life timeline



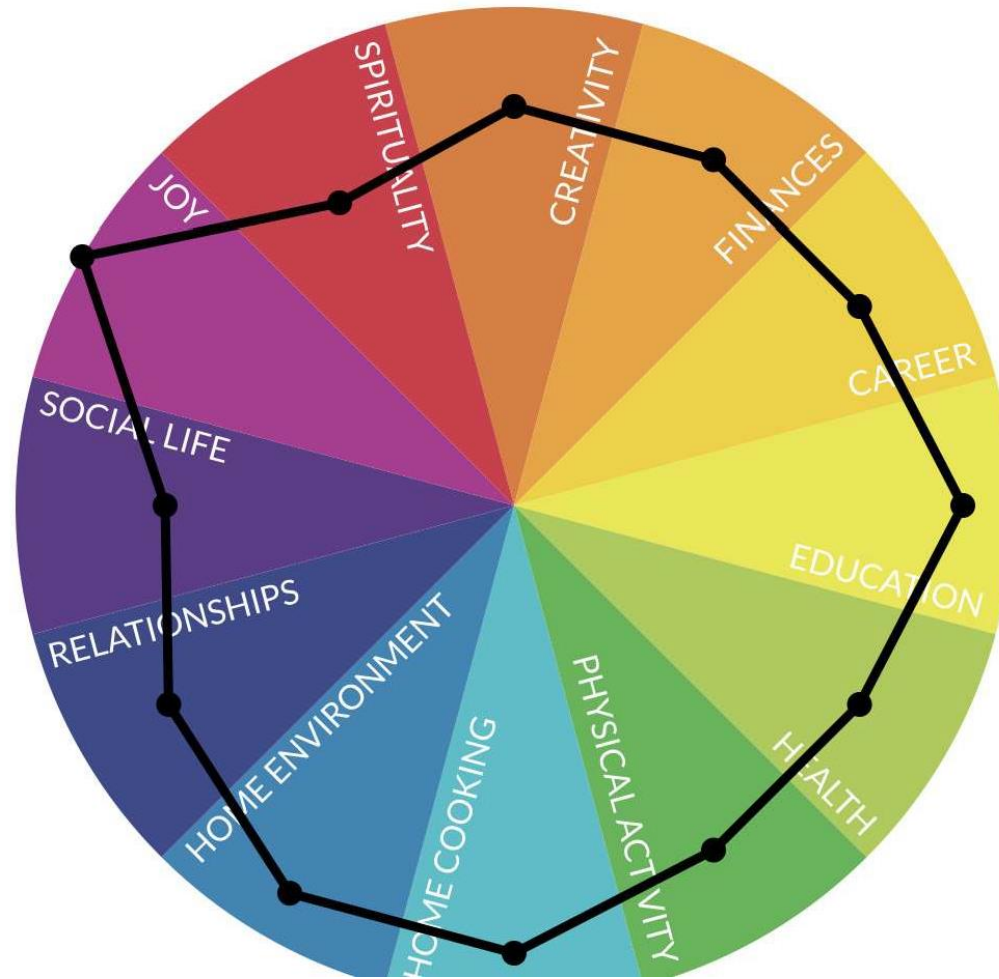
Life timeline



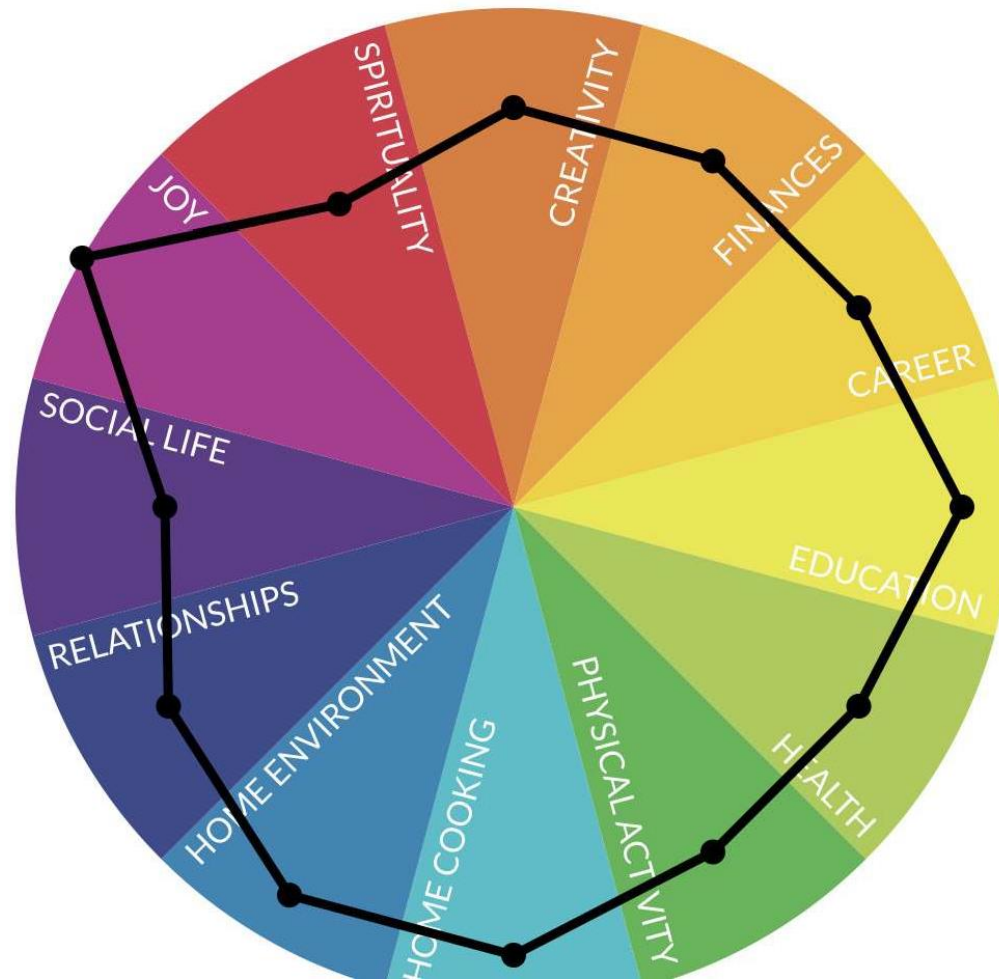
Example of Life wheel/circle- exercise using scale 1 to 10



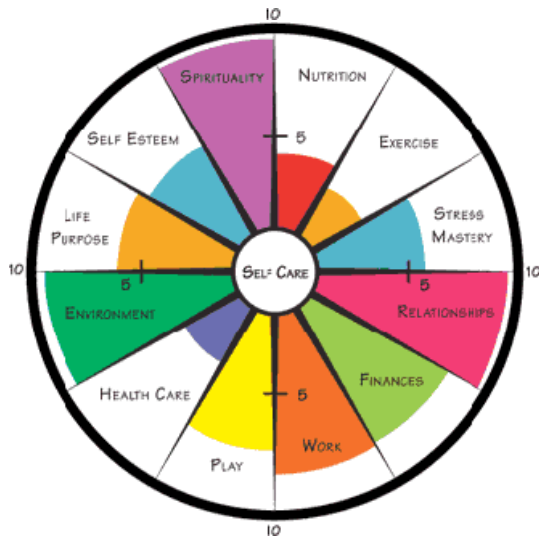
Example of Life wheel/circle-expectation



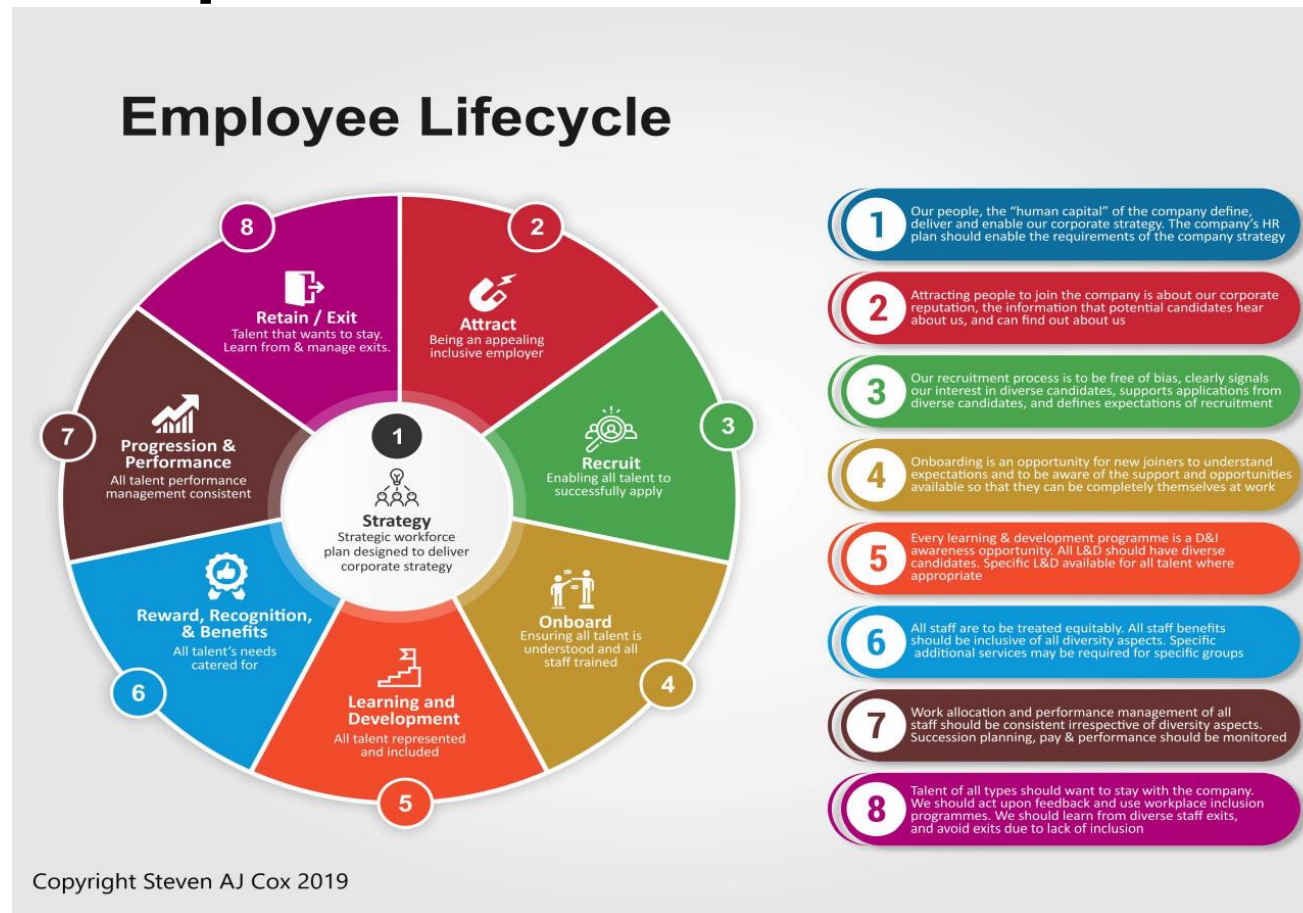
Example of Life wheel/circle-realization



Example of Life wheel/circle



Example of Life wheel/circle



The PDCA method- 1st exercise-1st 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**

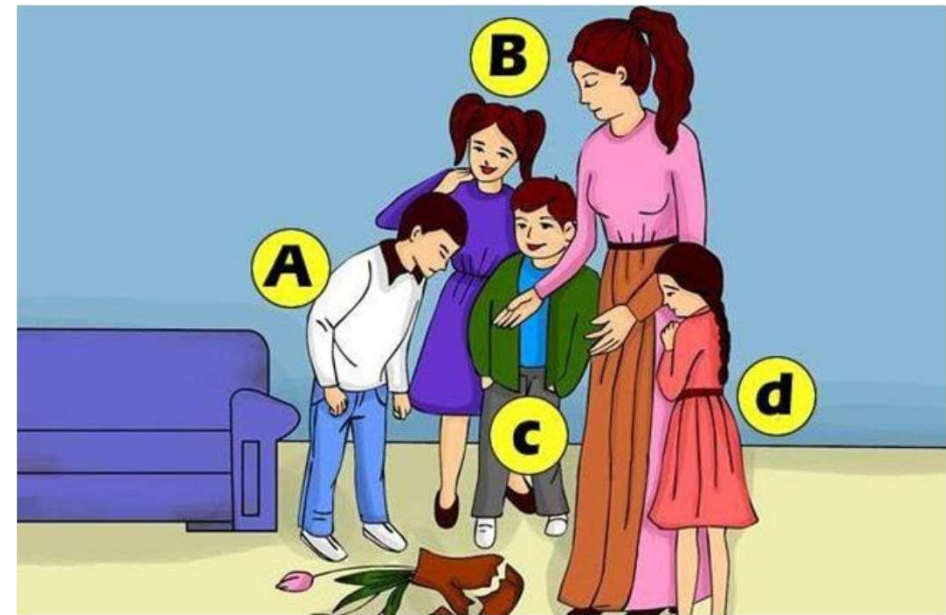
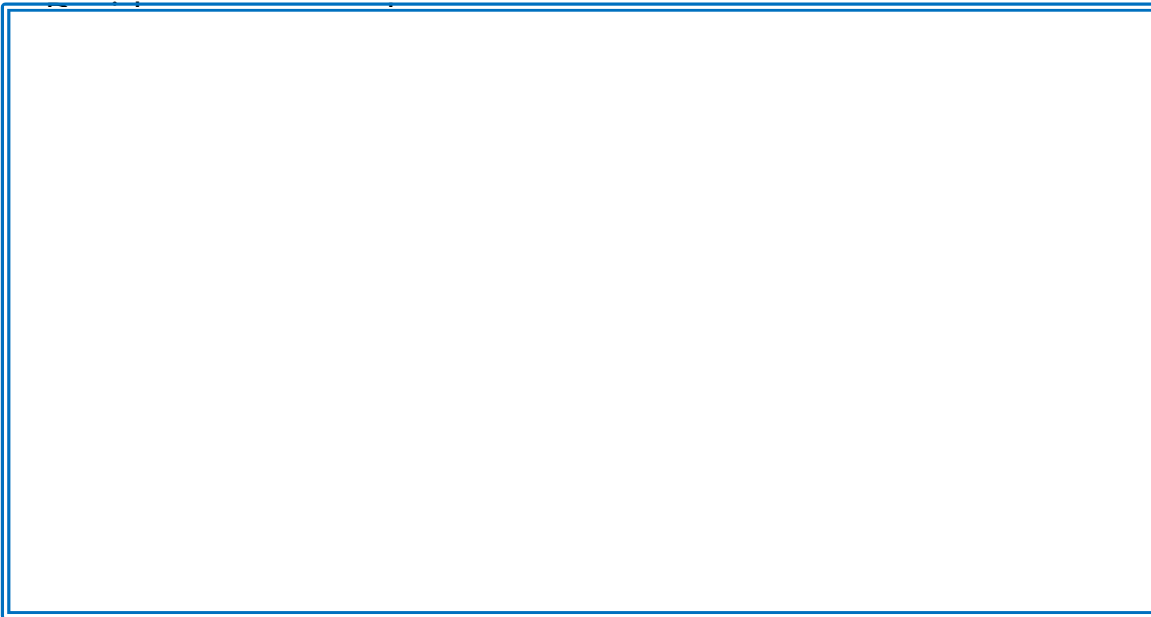
The PDCA picture should be shown in the classroom

2nd part - The task -the vase!

EXERCISE1- Who broke the vase? _____

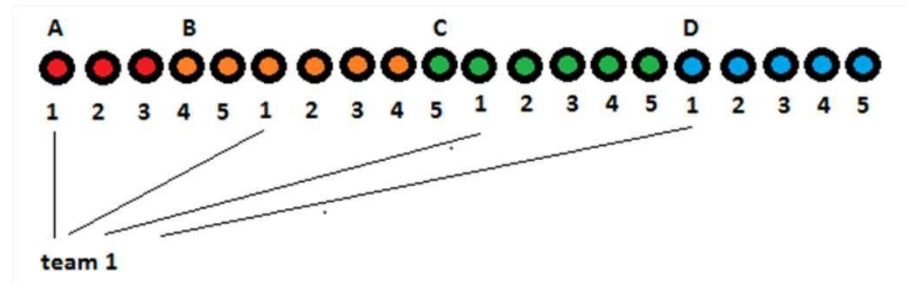
Look at the picture!

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

Team's name:				
	Absolutely not (1)	Rather not (2)	Rather yes (3)	Totally (4)
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- 2nd exercise, 1st 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.

The PDCA picture should be shown in the classroom.

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

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 saty (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!							
Water: BLUE	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)
Climate: RED	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 ² flat area	10 km ²	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 ² , 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 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-infoeuro_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:

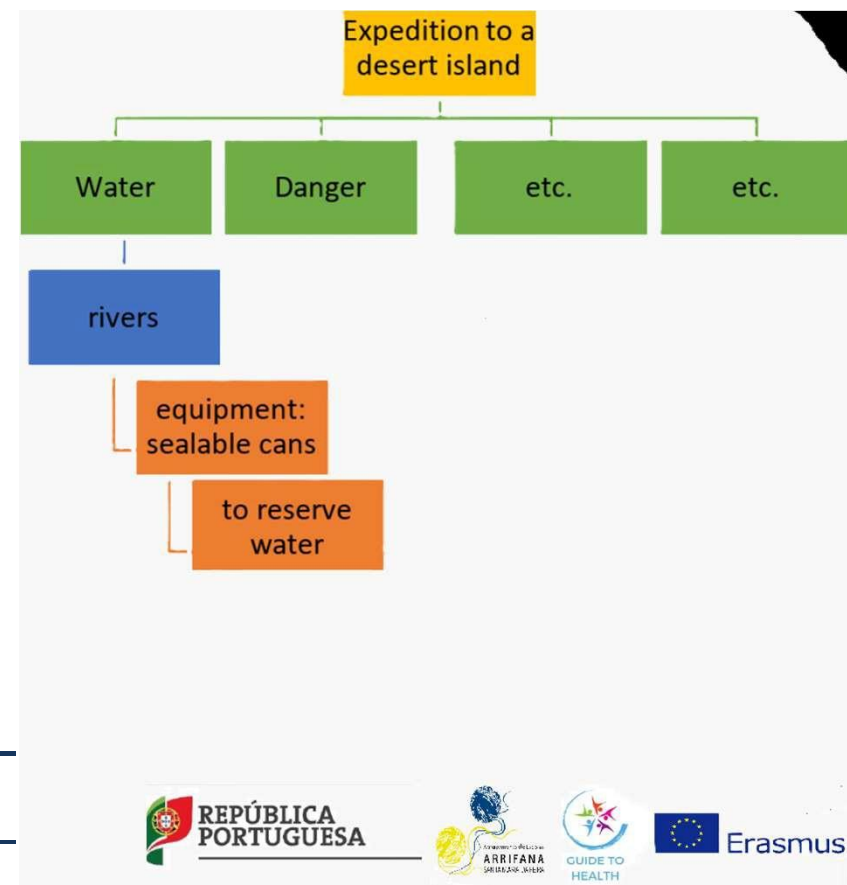
- the chosen conditional system
- the 'answers' to the conditions (equipment with price, justification)

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 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

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 a teach 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

Team's name:				
	Absolutely not (1)	Rather not (2)	Rather yes (3)	Totally (4)
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:

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WORKSHOP FOR TEACHERS AND HELPERS 4-8 NOVEMBER 2024 PORTUGAL

SELECTION OF APPROPRIATE TESTS FOR
STUDENTS FOCUSING ANXIETY, STRESS,
BURNOUT, EMOTIONAL INTELLIGENCE
AND SOCIAL COMPETENCES



Funded by
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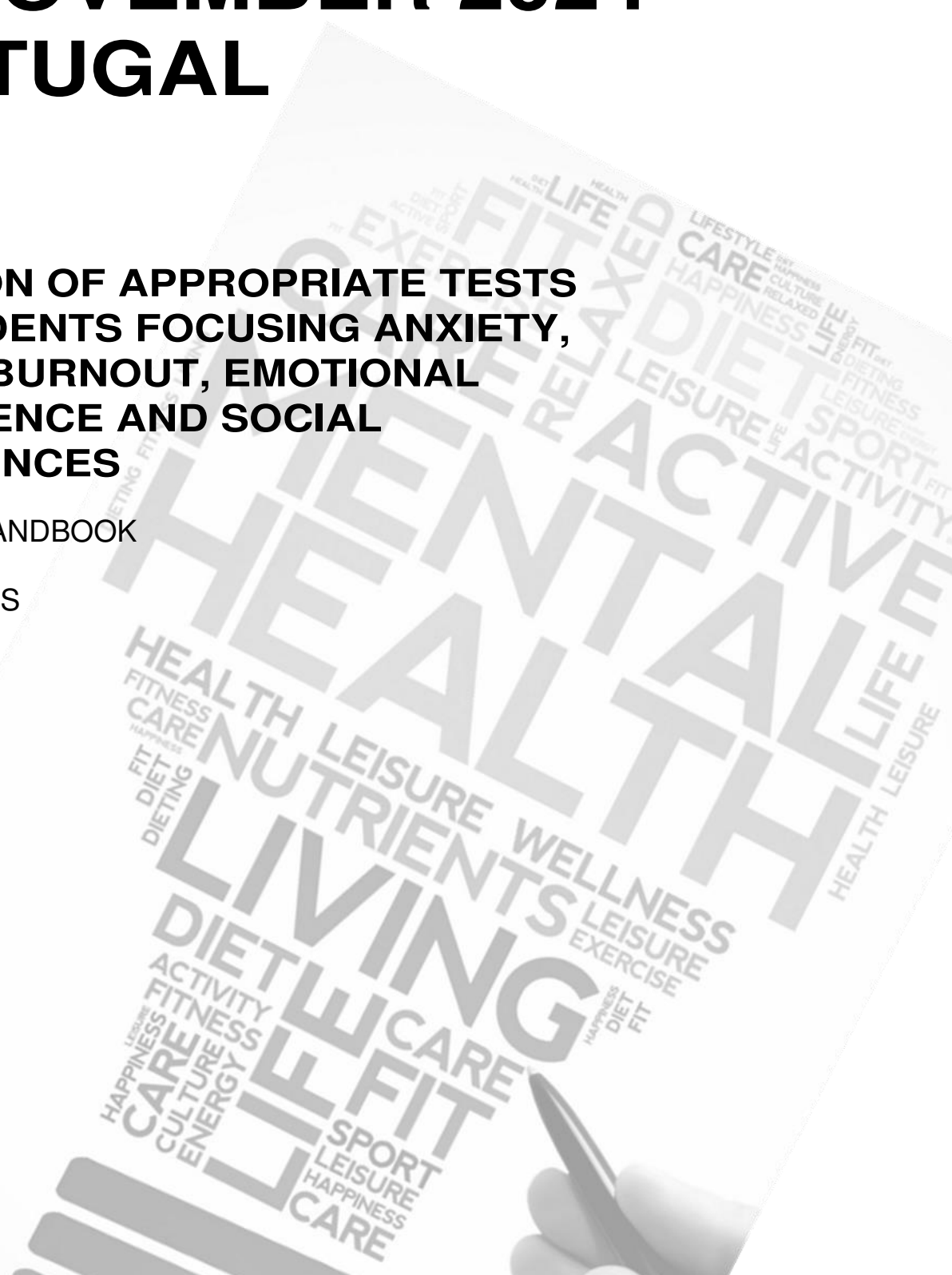


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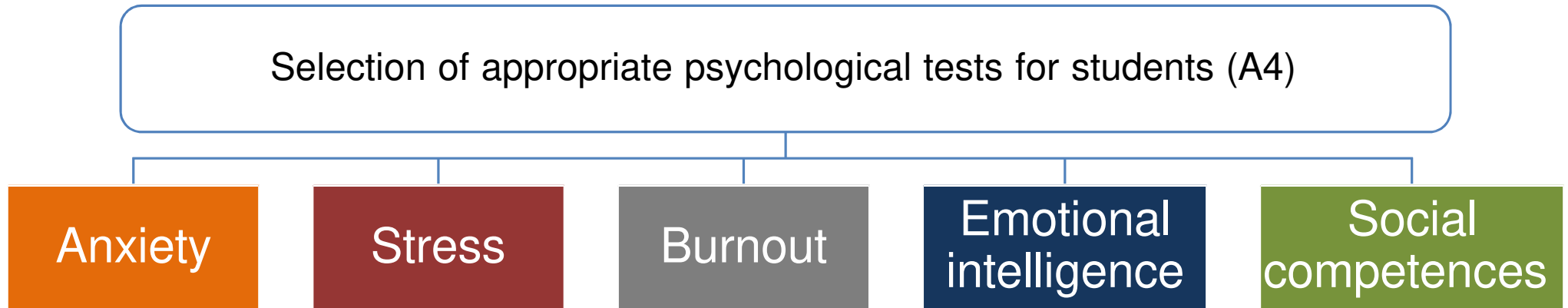
**SELECTION OF APPROPRIATE TESTS
FOR STUDENTS FOCUSING ANXIETY,
STRESS, BURNOUT, EMOTIONAL
INTELLIGENCE AND SOCIAL
COMPETENCES**

TEACHER'S HANDBOOK

LURDES NEVES



PSYCHOLOGICAL TESTS FOR STUDENTS



PSYCHOLOGICAL TESTS FOR STUDENTS

Anxiety

SPENCE CHILDREN'S ANXIETY SCALE (SCAS, Spence, 1997)

- Self-report: 4 versions for children according to gender and age: Girls (8-11) (12-15) and boys (8-11) (12-15)
- Purpose: Assess various anxiety symptoms in children and adolescents,
- Structure: 6 dimensions, which align with specific anxiety disorder categories: “Separation Anxiety”, “Social Phobia”, “Obsessive-Compulsive Disorder (OCD)”, “Panic Disorder/Agoraphobia”, “Generalized Anxiety Disorder (GAD)”, “Fears of Physical Injury (specific phobias)”
- 45 items; 4 points Likert scale (0 = Never to 3 = Always)
- Scoring: total score and scores for each dimension
- Interpretation:
- Higher Scores indicate a greater presence of anxiety symptoms, both on the total score and within specific subscales.
- Cut-off Scores have been established; vary by gender and age.

PSYCHOLOGICAL TESTS FOR STUDENTS

Try

SPENCE CHILDREN'S ANXIETY SCALE (SCAS, Spence, 1997)

PDF (SCAS)- you can try it and results are automatic

PSYCHOLOGICAL TESTS FOR STUDENTS

Anxiety

The Beck Anxiety Inventory (BAI; Beck et al., 1988)

- Purpose: measuring the intensity of anxiety symptoms, differentiating them from symptoms of depression and providing insight into the physiological and emotional experiences associated with anxiety
- Generally suitable for **individuals aged 17 and older**.
- Number of Items: **21** items
- Time: It generally takes about 5-10 minutes to complete.
- Scoring: Each item is rated on a 4-point Likert scale, ranging from 0 (“Not at all”) to 3 (“Severely – it bothered me a lot”). Total scores range from 0 to 63.

Interpretation:

0–7: Minimal anxiety

8–15: Mild anxiety

16–25: Moderate anxiety

26–63: Severe anxiety

PSYCHOLOGICAL TESTS FOR STUDENTS

Stress

The Depression, Anxiety, and Stress Scales (DASS-21, Lovibond & Lovibond, 1995)

- The DASS-21 is a short version of the original DASS
- Purpose: measure the severity of symptoms related to depression, anxiety, and stress in both clinical and non-clinical populations
- For adolescents (+14 years)
- 3 dimensions: “Depression”, “Anxiety”, “Stress” – **Measuring symptoms of tension, irritability, and persistent stress response.**
- 21 items, with 7 items per dimension, 4-point scale (0 = Did not apply at all to 3 = Applied to me very much, or most of the time)
- Scoring: Total Score and per Dimensions
- Interpretation: Severity Levels: The DASS-21 provides cut-offs for severity within each dimension: Normal, Mild, Moderate, Severe, Extremely Severe.
- Higher scores indicate more severe symptoms within the respective dimension.

PSYCHOLOGICAL TESTS FOR STUDENTS

Burnout

The Maslach Burnout Inventory–Student Survey (MBI-SS, Schaufeli et al., 2002)- it is not a free instrument

- Adaptation of the original Maslach Burnout for **student populations**.
- It has 16 items across 3 dimensions: “Emotional Exhaustion”, “Cynicism”, “Academic Efficacy”
- Each item is rated on a 7-point Likert scale from 0 (Never) to 6 (Always).
- Scoring, responses within each subscale are totaled, and the results are interpreted independently for each dimension.
- Higher scores in Emotional Exhaustion and Cynicism indicate higher burnout levels, while a lower score in Academic Efficacy also signals burnout.
- MBI-SS does not aggregate all subscales into a single overall burnout score but instead provides a profile based on each dimension.

PSYCHOLOGICAL TESTS FOR STUDENTS

Emotional intelligence

The Trait Emotional Intelligence Questionnaire-Adolescent Short Form (TEIQue-ASF, Petrides et al., 2006)

- Purpose: measure trait emotional intelligence (trait EI) specifically in adolescents, providing insights into their emotional awareness, regulation, and social skills.
- Suitable for individuals typically aged 13 to 17, though it has been used with younger children as well.
- 30 items, designed to assess a general global trait EI score, and includes several subscales or facets reflecting aspects like emotion regulation, empathy, motivation, and stress management.
- Respondents rate each item on a 7-point Likert scale from 1 (strongly disagree) to 7 (strongly agree).
- overall trait EI score. Higher scores indicate higher emotional intelligence.

PSYCHOLOGICAL TESTS FOR STUDENTS

The Strengths and Difficulties Questionnaire (SDQ, 1997).

Social competences

- Purpose: assess emotional and behavioral difficulties in children and adolescents, making it a valuable tool in identifying mental health issues. While it primarily focuses on difficulties, it also evaluates certain aspects of social competencies through its strengths subscales. It includes dimensions related to social competencies, particularly through the prosocial behavior scale.
- It has 25 items and 5 scales: “Emotional Symptoms”, “Conduct Problems”, “Hyperactivity/Inattention”, “Peer Relationship Problems”, “Prosocial Behavior”
- Each item is rated on a 3-point Likert scale (0 = "Not true," 1 = "Somewhat true," 2 = "Certainly true").
- Total Scores: For the Prosocial Behavior scale, higher scores indicate better social competencies.
- The scores can be interpreted based on established cut-off points.
- Higher total score in the difficulty scales suggests more significant concerns, while the prosocial behavior scale assesses strengths.
- The SDQ is widely used in clinical and educational settings to help screen for emotional and behavioral issues, facilitating early intervention and support where needed.