



Erasmus+ KA1 Course

# **Stress Management in Schools**



ErasmusLearn Training Center

[www.erasmuslearn.eu](http://www.erasmuslearn.eu)

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## Summary

Stress is an inevitable and necessary, to a degree, component of life. Excessive stress can become a disease-promoting agent and constitutes a major health concern today. While some stressors can be avoided and others need to be confronted, in the end, a good balance of stress in one's life can be healthy and growth-promoting in terms of one's physical, social, emotional, and intellectual development. Stress coping strategies acquired through experience vary individually, with some appropriate and successful, and others inappropriate and unsuccessful. Many of these coping strategies, however, are learned during the formative years of development. In essence, how appropriately an individual deals with stressful life events at various stages of development is determined, largely, by what was learned and reinforced during previous developmental stages. It is necessary, then, that timely and effective stress management education be provided and continued during the early stages of development (childhood through adolescence) to ensure positive coping responses as adults. Life skills can be taught to assist individuals in successfully dealing with stressful life events, even before they occur. Successfully coping with stressful events at an early age can minimize the acquisition of unhealthy stress coping responses, which could promote illness and disease.

## Purpose

The goal of stress management education is not to shelter educators from stressful situations, but to help them develop the ability to respond to stressful events in a positive, constructive way. Confrontation with stressful situations needs to be encouraged rather than avoided.



# Objectives

- Develop skills at coping and handling stressful life events.
- Learn how to control reflex triggers and emotions
- Learn how to deactivate stressors occurring in classrooms.
- Practice building coping resources to solve tough challenges.
- Get familiar with how to handle the mindfulness technique.

# Course Language

- English.
- Note: Participants must have at least a CEFR level B2 knowledge of English in order to be able to participate actively.

# Target Groups

Teachers (preschool, primary, secondary, vocational, adult, special needs), teacher trainers, careers officers, educational counselors, school psychologists, headteachers, principals, managers of schools.

# Methods & Tools

Lectures, exercises, discussions, teamwork, role-playing, study visits.

# Course Agenda

## Day 1

- Introductory meeting, explanation of practical arrangements.
- Presentation of timetable.
- Presentations of participating Organizations.
- Icebreakers, Introduction to the Course.

## Day 2

- Communication skills:
  - Developing skills to understand other People – Active Listening & Empathy.
    - Listening and questioning and developing a positive environment in the classroom.
  - Listening skills: Effective interpersonal skills.
- Emotional Intelligence at class
  - Self regulation.
  - Self motivation.
  - Social awareness.

## Day 3

- Developing Emotional Intelligence.
- Developing skills to understand other people: active listening & empathy.
- Listening and questioning for developing a positive environment in the classroom.
- Creating and sustaining high-quality connections at school and at class: – Teacher as a coach: fostering pupils a sense of their own self-worth and self motivation.-Developing a deeper understanding of how resilient and authentic relationships could impact on learning outcomes and conflict management

## Day 4

- What is stress & how to identify stressors.
- Introduction to stress management techniques.
- Stress management diary.
- Change management in a school environment.
- Relaxation & breathing techniques in classrooms.
- Specific stressful events and coping skills (exams, public speaking).
- Support in traumatic experiences (death, losses, accidents, abuse).
- Learn how to change the thoughts that drive stress and manage time to reduce pressure.

## Day 5

- Creating personal action plan: – Self-management skills: Goals, Strengths, Values. – Ways on Developing resilience: Coping resources, Handling stressful life events.
- Mindfulness & Acceptance.
- Positive Emotions.
- What can the individual do to manage stress?
- What can the institution do to manage stress?
- Feedback to the trainer about the effectiveness of the course & Self - reflection.

## Day 6

- Erasmus+ program : objectives, priorities, actions, forms, budget, tips for applicants.
- Planning follow up activities, dissemination and exploitation of learning outcomes.
- Course Evaluation.
- Certifications.
- Excursion and other external cultural activities



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