

The City - Rome

An open-air museum



The main purpose of our course

Is to help you acquire self-regulation tools before you can help your students.



Burn-Out

Burnout is a syndrome resulting from chronic workplace stress that has not been successfully managed. According to the World Health Organization, burnout is characterized by three key dimensions:

1. Feelings of energy depletion or exhaustion;
2. Increased mental distance from one's job, or feelings of negativism or cynicism related to one's job;
3. Reduced professional efficacy.



5 signs of poor mental health

- Persistent feelings of sadness or hopelessness
- Social withdrawal
- Difficulty managing emotions
- Changes in sleep patterns
- Substance abuse



5 signs of good mental health

- Positive mood
- Resilience
- Healthy relationships
- Productivity
- Self-care



Burn -Out

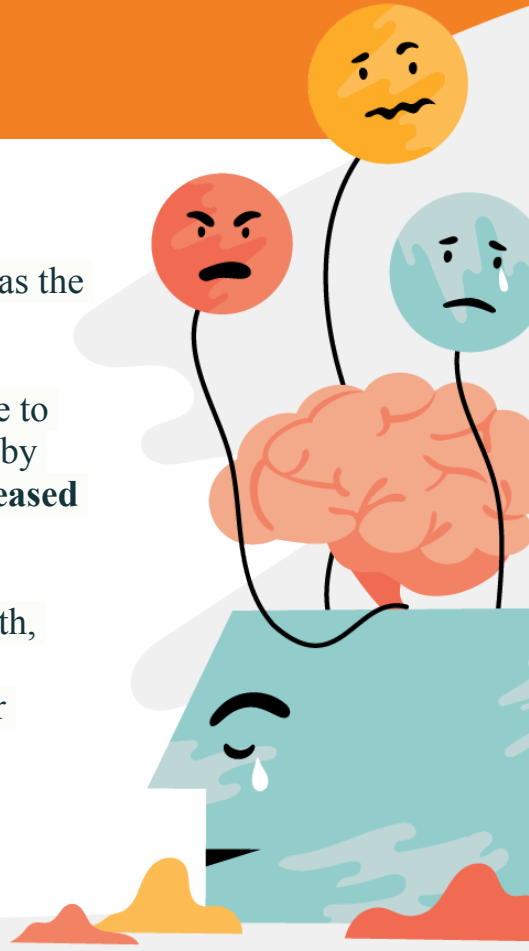
Feeling

Better



Maslach Burnout Inventory identifies **exhaustion, cynicism and inefficacy** as the core component of burnout.

- is a complex psychological response to chronic occupational stress, marked by **exhaustion, detachment, and decreased effectiveness** at work
- impacts on mental and physical health, including increased **risk for sleep disturbances, depression**, and other medical conditions.



Mental illness symptoms can affect emotions, thoughts and behaviours

- Feeling sad or down
- Confused thinking or reduced ability to concentrate
- Excessive fears or worries, or extreme feelings of guilt
- Extreme mood changes of highs and lows
- Withdrawal from friends and activities
- Significant tiredness, low energy or problems sleeping.
- Detachment from reality (delusions), paranoia or hallucinations
- Inability to cope with daily problems or stress
- Trouble understanding and relating to situations and to people
- Problems with alcohol or drug use
- Major changes in eating habits
- Sex drive changes
- Excessive anger, hostility or violence
- Suicidal thinking
- Sometimes symptoms of a mental health disorder appear as physical problems, such as stomach pain, back pain, headaches, or other unexplained aches and pains.

The role of the teacher in the School

- Creating a Supportive Environment
- Observation and Early Intervention
- Take care of own Mental Health
- Promoting well-being attitude
- Reducing Stigma
- Referring to Specialists
- Teaching Coping Skills
- Supporting Inclusion and Diversity

europass
Teacher
Academy



Relationship in School context

The relationship between teacher and students could be a **protector factor** to children in challenging environments, showing promising results in research involving **aggressive surroundings, neglecting parents, and racial discrimination**(Meehan, Hughes & Cavell, 2003; Sabol & Pianta, 2012)



School as Supportive Community

- **Better quality of relationship is related to general well-being and academic performance of the students**

Teachers have a possibility:

- to deliver and receive first- hand information about student's well-being and mental disturbances
- establish a relationship with student and offer necessary support

School system tasks:

- to shape proper self-esteem and the sense of self-worth in a person,
- offer age appropriate challenges,
- respond in a positive manner to student's successes,
- teach constructive ways of dealing with failure
- recognize the individual needs and create proper development-related opportunities for them.

Teacher - Student Relationship

- Teacher-student relationship includes the **attachment theory approach**
- **Teacher and student attachment style** has a significant influence on students' overall school and behavioural adjustment
- Positive teacher-student relationships such as ‘**warm, close, communicative,**’ are linked to behavioural competence and better school performance
- From a non-secure attachment relationship with their parents, students could build **a secure attachment** with teachers.
- It is "**new attachment**" provided by the teacher could offer other profits connected to **improving the learning process and outcomes of children and their social skills, peer relationships,** and in the improvement of **disrupting performances**

Attachment Styles in Students

Avoidant student can be perceived as passively aggressive, angry, withdrawn, and uncooperative

Anxious student as overly dependent and reactive, demanding of attention, and prone to impulsivity and acting-out behaviour.

Disorganised student may be viewed as aggressive, reactive, unpredictable, and difficult to manage.

Because of teacher's own relationship needs, teachers may be more accepting of students with one attachment style than students with another one.



Attachment styles Influence well-being

- **Relationships**
- **Self-Esteem**
- **Emotional Regulation**
- **Mental Health**
- **Physical Health**



Teacher - Student Interaction

According to researchers, the qualities that lead to **effective teacher-student relationships** are:

- Positive affection
- Warm attitude
- Tact in teaching
- Teacher immediacy and teacher power
- Teacher assertiveness and responsiveness
- Low differential treatment (to treat individuals more equally or similarly, with fewer distinctions based on individual characteristics)

Lack of any of these traits may negatively influence teacher-student interaction.

How to create the Sense of Belonging in the class?

Exercise

OUR CLASSROOM TREE OF BELONGING



How would you define a Stress?



Definition

Stress is defined as a **psychological and physiological response** to perceived challenges or threats that **disrupt** an individual's **homeostasis** or equilibrium. It involves emotional strain and mental tension triggered by external or internal stressors, which can be acute or chronic. Stress activates complex biological systems—such as the hypothalamic-pituitary-adrenal (HPA) axis and the sympathetic nervous system—resulting in hormonal and neural changes aimed at coping with the demands (e.g., release of cortisol and adrenaline).



Definition

- **WHO:** Stress as a state of mental tension caused by difficult situations.
- **APA:** Stress as a normal reaction that can become unhealthy when it disrupts functioning.
- Psychological stress overview including biological and psychological mechanisms



Stress (d/eustress)

Distress	Eustress
Perceives events as a harmful threats	Perceives events as positive challenges
Decreases performance	Improves performance
Overwhelming and less manageable	Challenging but manageable
Feelings of anxiety and hopelessness	Feelings of happiness and excitement
Occurs when one lacks confidence	Occurs when one feels confident

Stress/Eustress

- Talking of eustress we usually mean short-term stress.
- Long-term stress may make us sick – distress.
- Cortisol levels go up and the endocrine system loses its homeostasis.
- The danger is that the reaction to stress may be more damaging than the stressor itself.

Insert your image here



Insert your image here

Factors causing stress

Factors causing Stress for Students

- **Academic Pressure:** High expectations, heavy workload, and fear of failure contribute to anxiety and depression, reducing motivation and well-being.
- **Classroom Environment:** Disruptive behavior, lack of motivation, and poor teacher-student relationships increase stress levels.
- **Emotional and Social Challenges:** Peer pressure, family issues, and social dynamics also impact students' stress.



Factors Causing Stress for Teachers

- **Workload and Job Demands:** Managing large classes, lesson planning, grading, and administrative tasks create overwhelming pressure.
- **Student Behavior:** Difficult or disruptive students are a major source of stress and burnout.
- **Lack of Support:** Insufficient administrative and collegial support exacerbates anxiety and job dissatisfaction.
- **High-Stakes Accountability:** Pressure to meet academic standards and standardized testing increases stress.
- **Emotional Exhaustion and Burnout:** Chronic stress leads to emotional depletion, reduced engagement, and professional inefficacy.

Effects of Stress on Students

- **Mental Health Issues:** Increased anxiety, depression, and lowered self-esteem.
- **Academic Performance:** Reduced motivation and achievement, especially when teachers are stressed or burned out.
- **Behavioral Problems:** Stressful classrooms can lead to disruptive behavior, creating a negative feedback loop with teacher stress.
- **Emotional Contagion:** Students often mirror teachers' emotional states, meaning teacher stress can increase student stress.

Effects of Stress on Teachers

- **Physical and Mental Health:** Stress contributes to anxiety, depression, fatigue, insomnia, and chronic illnesses.
- **Reduced Teaching Quality:** Burnout lowers motivation, lesson planning quality, and classroom engagement.
- **Teacher Attrition:** High stress leads to absenteeism and early career exit, impacting school stability and student outcomes.
- **Negative Classroom Climate:** Increased irritability and reduced patience harm teacher-student relationships and classroom management

Science

Teacher Stress and Student Cortisol Levels: Researchers found a correlation between teacher stress symptoms and elevated student cortisol, indicating a “burnout cascade” affecting both groups.

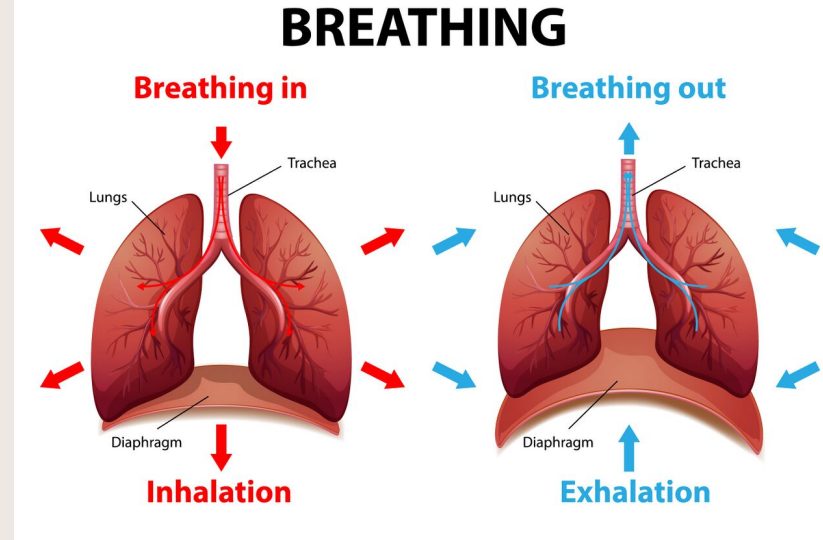
- **Burnout Prevalence:** Studies report very high rates of stress (up to 100%), anxiety (67.5%), and depression (23.2%) among teachers worldwide, linked to workload and lack of support³.
- **Impact on Student Achievement:** A German study of 1,102 elementary teachers showed emotional exhaustion negatively affects students’ math achievement, mediated by teacher engagement and attitude.
- **Transactional Theory of Stress:** Research highlights how teacher stress and emotions directly influence student behavior and classroom dynamics, emphasizing the co-regulatory relationship between teacher and student stress.
- **Teacher Burnout Effects:** Research shows burnout leads to reduced instructional quality and increased teacher turnover, worsening educational outcomes especially in disadvantaged schools.

Exercise time

- Do you already practice any relaxing/energizing exercises?
- Which ones? How often?
- It is recommended to move for 5-10 each hour.
- It would be ideal to stand for 1 hour after 2 hours of sitting.
- Incorporating some movement can be done in every lesson.

Exercise time

- Diaphragmic breathing
- Our stress literally affects the diaphragm making it tight.
- Breathing exercises help it relax and regulate bodily processes, including a healthy heart rate.
- A healthy diaphragm moves like a “sail”, no rigidity.



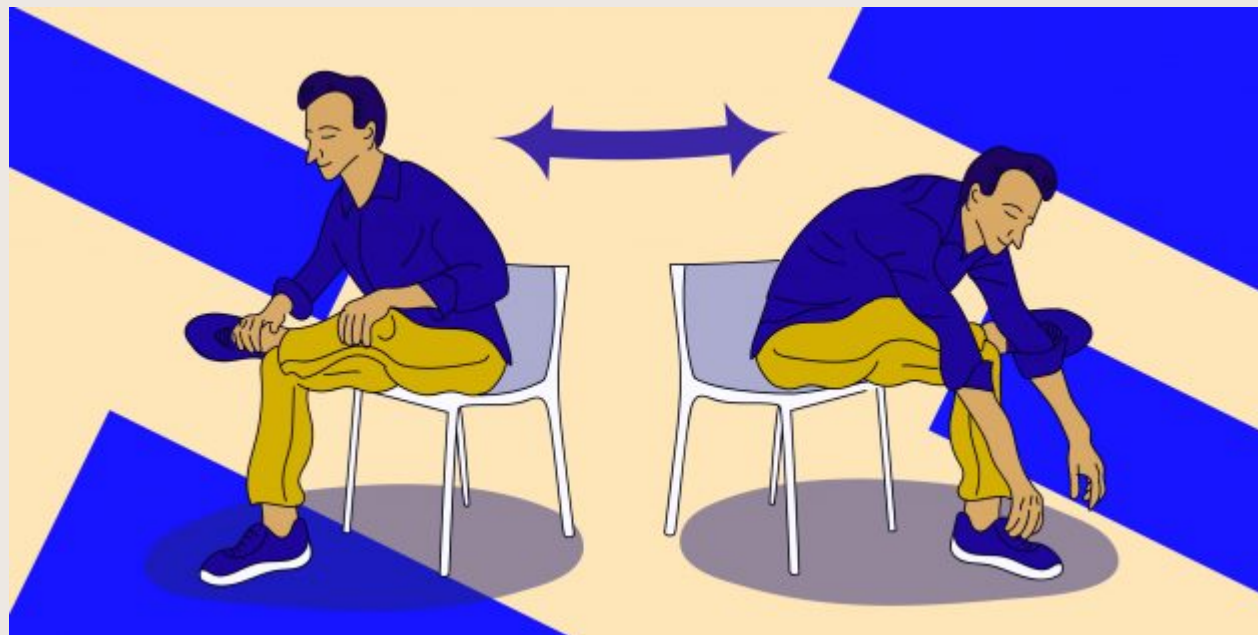
Exercise time

- Diaphragmic breathing
- Preparation – do not inhale actively, but exhale actively with your nose.
- The second time – even more actively so.
- The 3rd time - active inhaling, NO movement in your chest.
- 3 sets altogether x 20 times.
- If you cannot make a very long (5 secs) inhale, do not force yourself. The purpose is to relax. Do what is comfortable (2-3 secs).

Exercise time

- Diaphragmic breathing
- One hand on your chest, another just above the belly button.
- 6 breaths a minute.
- 5 secs to inhale and 5 secs to exhale with your nose.
- The chest should not be moving. Belly breathing.
- You can close your eyes.
- 10 mins.
- How do you feel? It is recommended that you practice it twice a day. A self-regulation tool.

Exercise time

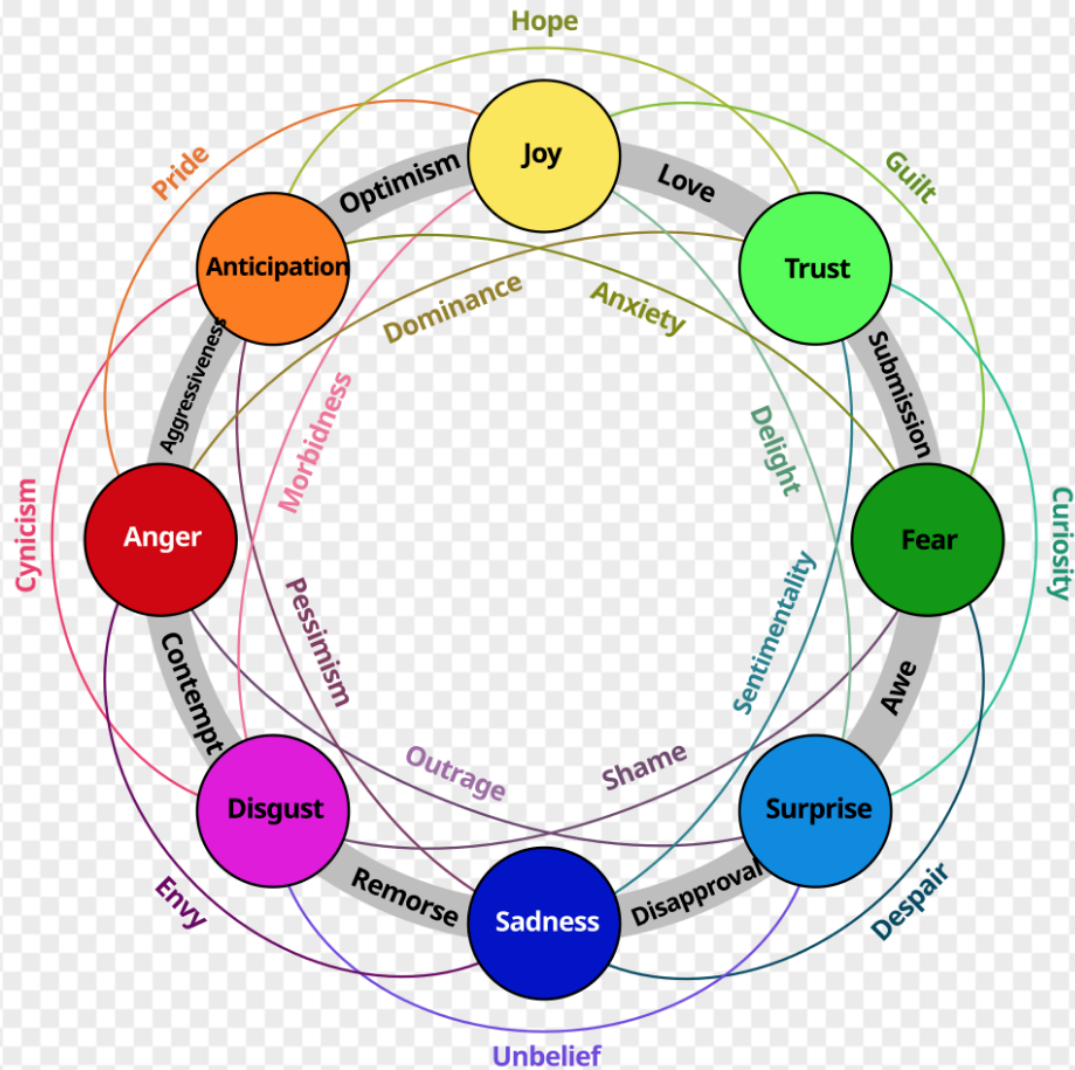


<https://lifehacker.ru/ofisnyj-stretching/>

Emotions

Emotions are short-lived reactions to meaningful events that influence thoughts, behaviors, and physical states.

They help individuals navigate challenges, connect socially, and make decisions in learning environments.



Nervous System in stress Mode

Sympathetic Nervous System (the “gas pedal”)

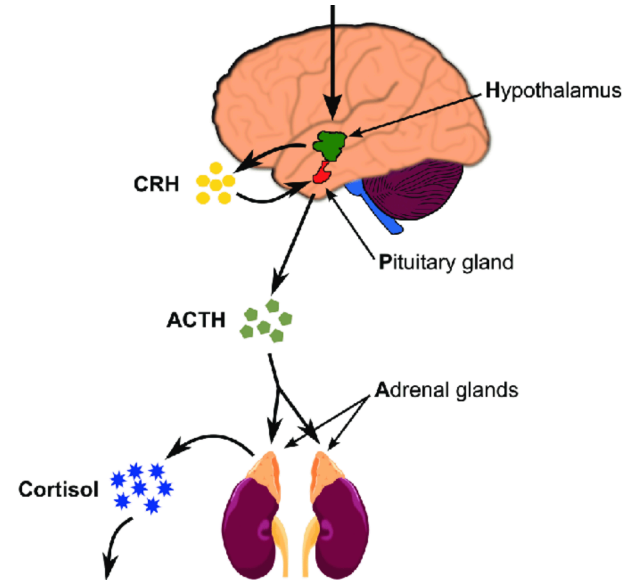
- This system responds within seconds.
- It releases hormones like adrenaline (also called epinephrine) and noradrenaline.
- These hormones make your heart beat faster, increase your breathing, and get your muscles ready for action—this is known as the “**fight-or-flight**” respond.



Nervous System in stress Mode

HPA Axis (longer-lasting stress response)

- About 10 seconds later, the HPA axis kicks in for a more sustained response.
- The process starts in the **brain**:
 - The hypothalamus releases a hormone called CRH (corticotrophin-releasing hormone)
 - CRH tells the pituitary gland to release another hormone, ACTH (adrenocorticotrophic hormone)
 - ACTH travels through the blood to the adrenal glands (on top of your kidneys), which then release cortisol, the main stress hormone.
- Cortisol helps your body stay alert, focused, and energized for as long as the stress lasts.
-



Hypothalamic-pituitary-adrenal (HPA) axis. Experiencing an environmental stressor, as perceived by the brain, results in the activation of the HPA axis. The hypothalamus will thus secrete corticotrophin-releasing hormone (CRH). In the anterior lobe of the pituitary gland, CRH stimulates the secretion of adrenocorticotrophic hormone (ACTH). The cortex of the adrenal glands will then produce glucocorticoids (cortisol in humans) in response to ACTH. Cortisol will then generate a stress response.

Common Causes of Stress for students

- **Academic Pressure:** Tests, homework, and future uncertainties create anxiety and fear of failure.
- **Unmet Needs and Emotional Challenges:** Unresolved problems, social difficulties, or family issues can trigger stress behaviors that may go unnoticed.
- **Negative Teacher-Student Relationships:** Poor rapport or perceived unfair treatment increases student stress and disengagement.
- **Classroom Environment:** Chaotic or unsupportive classrooms heighten feelings of insecurity and stress
- **Student Behavior:** Noisy, disruptive, or off-task students increase teacher stress by making classroom management difficult.
- **Technological Difficulties:** Problems with educational technology during lessons add to teachers' workload and frustration, especially in face-to-face settings.
- **Time Pressure:** Limited time to cover curriculum and manage collaborative activities causes stress.
- **High Expectations and Workload:** Unrealistic demands, scarce resources, and pressure to meet standards contribute to teacher burnout.
- **Lack of Support:** Insufficient administrative or collegial support worsens stress and feelings of isolation.

The stress Circle in the class

Research shows a “**stress contagion**” effect where teacher stress and burnout elevate student stress levels, and vice versa. For example, a study measuring cortisol (a stress hormone) found students had higher stress in classrooms led by overwhelmed teachers. This cyclical relationship means stress in one group worsens stress in the other, impacting learning and well-being.



Fast-Acting STRESS RELIEF

Strategies

- Guided Imagery
- Meditation
- Muscle Relaxation
- Breathe
- Walk
- a Hug
- Aromatherapy
- Artwork
- Brain Breaks

Long-Term STRESS RELIEF

Strategies

- Eat a Balanced Diet
- Make Time for Leisure Activities
- Develop a Positive Self-Talk Habit
- Practice Yoga
- Express Gratitude
- Prioritize Exercise
- Reassess Your To-Do Lists
- Obtain Social Support
- Cut out Things That Add to Your Stress

Promoting Mental Health Literacy



- Teach **self-care** techniques:
 - Relaxation techniques
 - Mindfulness
 - Colour therapy
 - Light therapy
 - Aromatherapy and fragrance
 - Art: Drawing or painting, Creative writing, Drama, Dance
 - Going on day trips or holiday
 - Self-talk
 - Volunteering & taking care of others
 - Books & Reading
- Expert tips to tackle **challenging times**
 - 6 Rs of resilience
 - Circles of control
 - Problem solving
 - Making decisions confidently



6 Rs of **RESILIENCE**



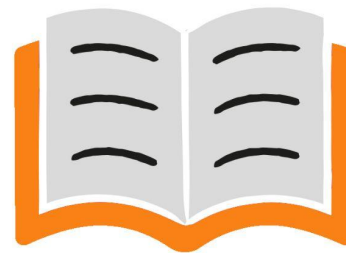
Responsibility

Taking responsibility for your own mental health, wellbeing and resilience.



Reflection

Reflecting on how you are, what is happening and how you are feeling about things.



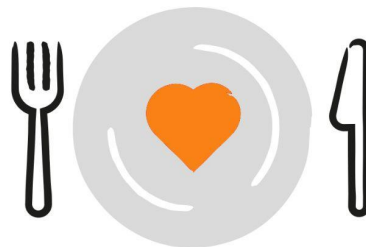
Relaxation

Relaxing in a way that suits you, such as gardening, reading a book and mindfulness practice.



Relationships

Noticing the things we can take responsibility for can help to build confidence in ourselves and help us to feel more in control.



Refuelling

Eating a healthy diet, being conscious of alcohol intake.



Recreation

Taking regular exercise, and having fun.

Problem Solving

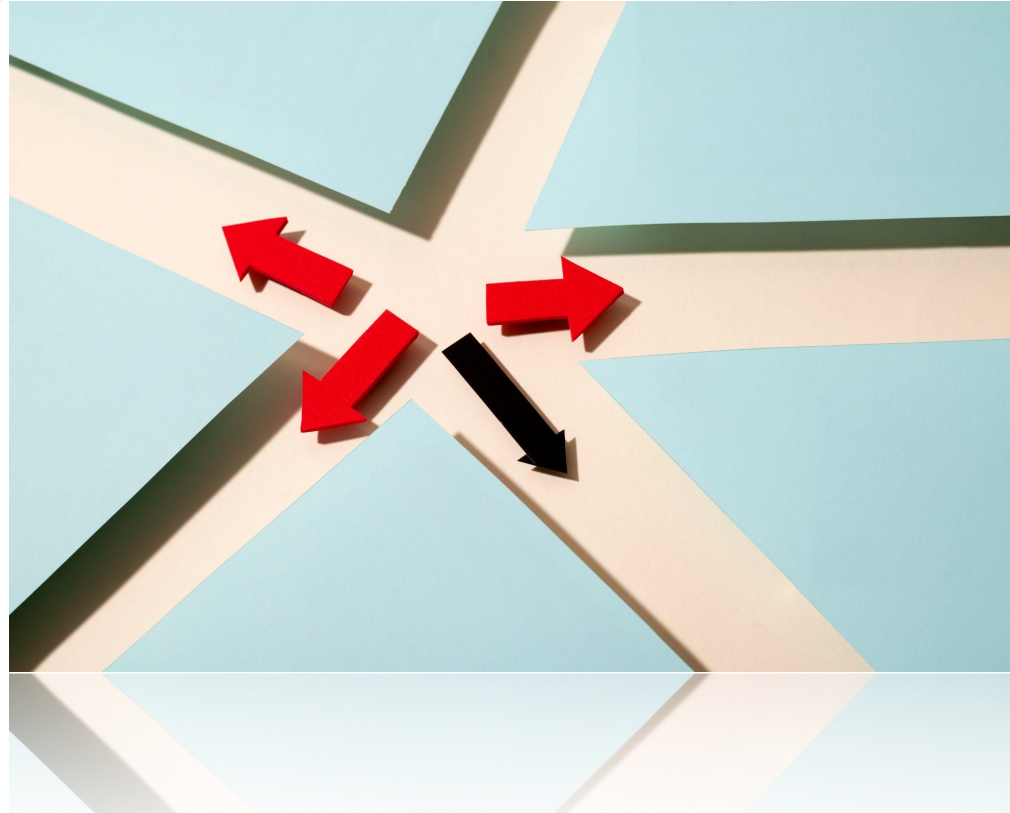
Sometimes problems can seem so large that it is hard to know where to start.

- Break the problem up into smaller parts.
- You can solve smaller tasks more quickly and easily.
- You can then solve the whole problem more easily.



Making decisions confidently

- What do I feel?
- What is your motivation?
- What is the price of this decision?
- The important things first (priority)
- Take action



Mindfulness

Mindfulness has its earliest roots in ancient Eastern traditions, in Hinduism and Buddhism. In Hinduism, practices of meditation and self-awareness, known as *dhyāna*, were described in the Vedic texts as early as 1500 BCE. These meditative practices aimed to still the mind and cultivate a deep sense of presence and unity with the world.



“

*Taking your seat in formal mindfulness practice is actually
taking a significant stand in your life.”*

Jon Kabot Zinn



Mindfulness

“**Mindfulness**” and its secular application became prominent in the West in the late 20th century. **Jon Kabat-Zinn** helped introduce mindfulness to Western medicine and psychology by developing programs such as Mindfulness-Based Stress Reduction (MBSR), which demonstrated the benefits of mindfulness for mental and physical health.

Today, mindfulness is practiced worldwide, separated from its religious origins, and is valued for its ability to **reduce stress, enhance focus, and promote emotional well-being**. Its story is one of ancient wisdom meeting modern science, offering practical tools for living with greater **awareness and acceptance** in the present moment.



MINDFULNESS

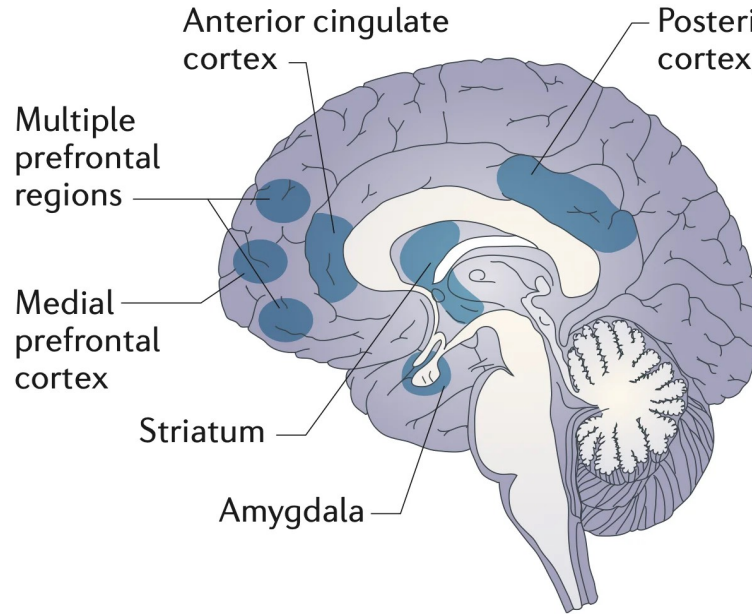
Mindfulness is a human ability to be fully present, aware of where we are and what we're doing, without being overly reactive or overwhelmed by external stimuli. It's about being in the here and now, fully attending to the present experience.

Benefits:

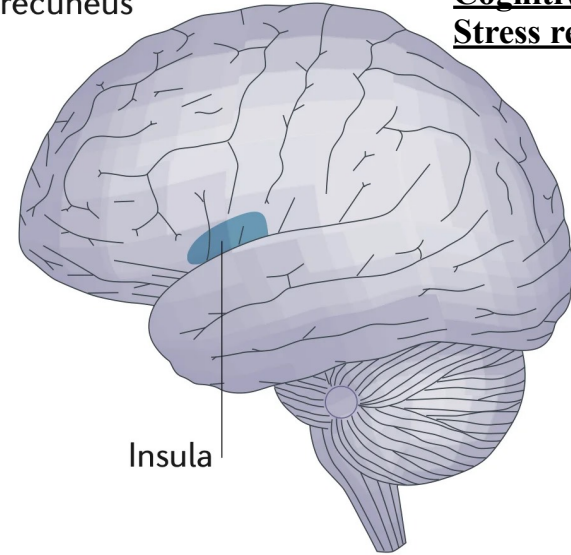
- Stress Reduction
- Enhanced Performance
- Insight and Awareness
- Kindness and Compassion



What happens in the Brain during the Mindfulness Meditation



Medial view



Lateral view

Neuroplasticity
Emotional regulation
Attention and awareness
Cognitive Processing
Stress reduction

Benefits of Mindfulness

- **Improves Emotional Awareness and Regulation:** Mindfulness helps you better understand and cope with difficult thoughts and emotions, leading to greater calm and emotional balance.
- **Reduces Stress and Anxiety:** Regular mindfulness practice lowers stress levels and reduces symptoms of anxiety and depression by promoting relaxation and decreasing rumination (repetitive negative thinking).
- **Enhances Attention and Concentration:** Mindfulness strengthens focus and working memory, helping you stay engaged and attentive in daily tasks



Benefits of Mindfulness

- **Boosts Mental Health:** It supports recovery from depression, reduces the risk of relapse, and improves overall psychological well-being.
- **Improves Physical Health:** Mindfulness can lower blood pressure, reduce chronic pain, improve sleep quality, and support immune function.
- **Strengthens Relationships:** By fostering empathy and presence, mindfulness enhances social connections and communication.
- **Increases Resilience and Well-being:** Mindfulness helps people savor positive experiences, manage adversity better, and cultivate a more satisfying life



Promoting Mental Health Literacy



- Get to **know emotions**:
 - Games, debates, storytelling, drawing...
 - Make clear it is okay for students **to talk about their own emotions**.
 - Encourage students to think about **‘What makes you feel that way?’**
 - Acceptance: Make it clear that **all emotions are okay**.
 - Use brief **emotional check-ins**.
 - Assist students **to reflect**.
- Develop **self awareness**:
 - Mindfulness
 - Meditation
 - Diary (*emotional diary*) and “about me” activities
- Teach strategies for **managing emotions**:
 - Encourage students to use a ‘chill’ strategy.
 - Encourage students to talk to a trusted friend or adult.
 - Help students use cognitive reappraisal.

Emotion Regulation Skill

- **Emotion Regulation capacity** helps to maintain a balanced self in the difficult life circumstances, suggests an individual who can move forward and constantly learn more ways of supporting self through difficult emotional trials.

- **Empathy and effective communication** helps students not remain *stuck* in difficult life situations.

In the moment of difficulty usually the individual can not resolve the inner war between a **supporting self** and a **doubting self** and, therefore, finds it difficult to move in a unified and energised way toward a desired goal.



Emotional Regulation

- **Emotional Regulation** is extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions based on the situation. It's a critical skill that helps us navigate daily life, build stronger relationships, and maintain overall well-being.
- **Emotional dysregulation**, or the inability to effectively manage emotions, can lead to a range of mental health challenges, including anxiety, depression, and relationship difficulties.



Integration Mindfulness in the Classroom

- **Begin the Day with Mindfulness:** Start each class or school day with a brief breathing exercise or a moment of silent reflection to help students transition from home to school and set a calm tone.
- **Use Mindful Transitions:** Incorporate short mindfulness pauses between lessons or activities, such as guided breathing or stretching, to help students reset and refocus.
- **Embed Mindful Movement:** Include gentle stretches, yoga poses, or mindful walking within the classroom to connect mind and body awareness.
- **Practice Guided Visualizations:** Lead students through brief guided imagery exercises that encourage relaxation and creativity.

Integration Mindfulness in the Classroom

- **Create a Mindfulness Space:** Designate a quiet, comfortable corner in the classroom where students can go for brief mindful breaks when feeling overwhelmed.
- **Incorporate Mindfulness into Curriculum:** Link mindfulness exercises with thematic lessons, such as sensory awareness activities during science or social-emotional learning units.
- **Model Mindfulness:** Teachers practicing mindfulness themselves can better guide students and create a supportive atmosphere.
- **Use Mindfulness Tools:** Utilize audio recordings or apps for guided meditations to support students new to mindfulness

Mindfulness in the classroom

- Mindfulness Through Breath
- Mindfulness Through Sensory Experiences
- Mindfulness Through Guided Imagery
- Mindfulness Through Movement



Mindfulness treatment

The mindfulness-based stress reduction (MBSR) program
used in medical centers worldwide

FULL CATASTROPHE LIVING

REVISED
AND
UPDATED
EDITION

Using the Wisdom of
Your Body and Mind to Face
Stress, Pain, and Illness



JON KABAT-ZINN
PREFACE BY THICH NHAT HANH

Mindfulness helps manage anxiety and sleep disorders by calming the mind, reducing stress and hyperarousal, and improving emotional regulation, making it a valuable, non-pharmacological approach to enhancing sleep health and reducing anxiety-related sleep disturbances.

Kindness



- Start small
- Be kind to yourself
- Be kind to others

LONG TERM IMPACT (Positive)



Choice Theory

How it works

- Self -Evaluation
- Behavioural change
- Relationship Building
- Personal Responsibility

- **Basic Needs:** survival, love and belonging, power, freedom, fun.
- **Quality world:** idealised world: what we want to achieve or experience)
- **Perceived world:** Our choices influenced by our perception.
- **Total behaviour:** behaviour consists in acting, feeling, thinking and physiology
- **Internal & external control:** responsibility for
- their choices, rather than blaming factors

Risk factors and causes of mental distress

Biological Factors:

- Genetics
- Brain Chemistry

Psychological Factors:

- Trauma and Stress
- Personality Traits

Environmental Factors:

- Social Support
- Living Conditions

Lifestyle and Behavioral Factors:

- Substance Abuse
- Sleep Patterns
- Diet and Exercise

Sociocultural Factors:

- Stigma
- Cultural Beliefs
- Access to Care



Attitudes that facilitate appropriate help-seeking

What barriers are preventing people from seeking help?

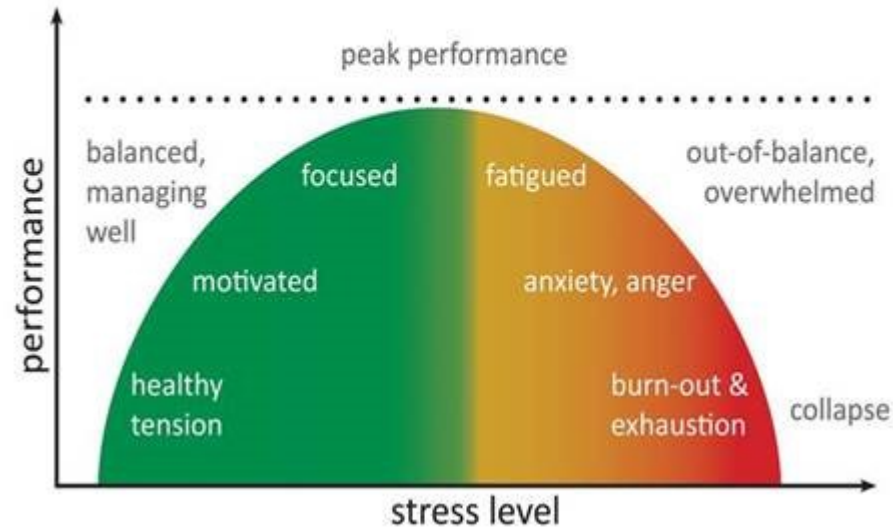
- Stigma and embarrassment
- Problems recognizing symptoms (poor mental health literacy)
- Preference for self-reliance
- Confidentiality and trust
- Hopelessness

Individual factors in help-seeking

- Positive past experiences
- Social support and encouragement from others
- Emotional confidence/mental health literacy

Cornell University

The Stress Continuum



Symptoms of Burn -Out

Early Physical Signs

- Persistent fatigue or exhaustion that doesn't improve with rest
- Frequent headaches or muscle aches
- Stomachaches, digestive issues, or changes in appetite
- Sleep disturbances, such as insomnia or trouble staying asleep
- Increased susceptibility to colds and minor illnesses.

Early Emotional Signs

- Feeling anxious, worried, or overwhelmed
- Irritability or anger over small issues
- Loss of motivation or enthusiasm for work or daily activities
- Cynicism, negativity, or detachment from work or people
- Feelings of helplessness, self-doubt, or decreased satisfaction

Symptoms of Burn -Out

Early Behavioral Signs

- Difficulty concentrating or forgetfulness
- Reduced performance or productivity at work or in daily tasks
- Procrastination or avoidance of responsibilities
- Withdrawal from social interactions or increased isolation
- Using food, alcohol, or other substances to cope



Mental Health Warning Signals

Watch for the following **red flags**, as they could indicate a potential mental health issue:

- **Changes in academic performance:** Sudden decline in grades; incomplete assignments; lack of participation; difficulty concentrating.
- **Behavioural changes:** Increased absences or tardiness; disruptive behaviour or outbursts; withdrawal from class discussions or group activities; isolation from peers; difficulty working in groups.
- **Physical symptoms:** Frequent complaints of headaches or stomach aches; visible signs of self-harm or neglect; changes in energy levels or sleeping during class.
- **Emotional indicators:** Mood swings or irritability; lack of motivation; apathy toward previously enjoyed activities.



Burn Out to Balance

Gestalt Therapy vision

Gestalt therapy views burnout not just as a set of symptoms to be treated, but as a meaningful signal arising from the **whole person's interaction with their environment**. This approach emphasizes **awareness, presence, and the integration of fragmented aspects of the self**, offering a holistic and experiential path to healing burnout.



Burn Out from Gestalt perspective

Gestalt therapy's field theory emphasizes that **burnout** is not just an individual problem but arises **within the broader relational and environmental context**. It's necessary in therapy explore how work, relationships, and social expectations contribute to burnout, and how changes in the "field" can foster recovery.



Burn out from Gestalt perspective

- **Here and Now Awareness:** Gestalt therapy encourages clients to **focus on their present experience**—thoughts, emotions, bodily sensations, and environment. By becoming more aware of what is happening in the moment, individuals can identify early signs of burnout and understand their needs more clearly.
- **Unfinished Business:** Burnout is often linked to **unresolved emotional issues** from the past that continue to shape current reactions and behaviors “unfinished business,” reducing internal conflict and emotional exhaustion.
- **Self-Awareness and Responsibility:** Take responsibility for their choices and actions, fostering a sense of agency. This shift from feeling like a victim of circumstances to an active participant in one’s own life is central to overcoming burnout.
- **Integration and Wholeness:** Gestalt therapy seeks to integrate disowned or suppressed parts of the self. Burnout can be seen as a **result of fragmentation**—when aspects of the self are neglected or denied. Healing involves embracing all parts of oneself, leading to greater authenticity and vitality.
- **Creative Experiments:** Techniques such as **role-play, guided imagery, movement, and dialogue** are used to explore emotions and behaviors, helping clients discover new ways of responding to stress and exhaustion.

Self- Care

- **Self-care**- “What do I need to feel safe and supported right now”?
- **Supporting a colleague (student)** – can they be supported emotionally and safe from environmental threats?
- **Self-care** – know what people might help you. Create a network.
- The need to feel **self-efficacy** - How can I be more competent through self-care?
- Regularly reflect on the **balance between the satisfaction of fulfilling work duties and the personal sacrifices** you are making.
- Be open to contact
- Help others
- Open communication at work
- Confidence in abilities of the managers help others connect
- Realistic hope and **building self-esteem**.
- **Growth mindset**.
- Allowing yourself to be imperfect.



School Supports to help-seeking:

- Normalize people talking to trusted friends.
- Avoid stereotypes about mental illness.
- Avoid using stigmatizing language.
- Avoid allowing such labels to be used.
- Encourage your student to develop a “care plan”.
- Provide resource information/links.
- Ask permission to connect them to the right person.
- Make your resource offerings as inclusive as possible.





School supports to help-seeking:

- [Mental health resources for schools, caregivers and young people | Mental Health Foundation](#)
- [Educators - Mental Health Literacy](#)
- [Free Resources - Mentally Well Schools](#)
- [Schools | Mental Health Training and Resources | YoungMinds](#)
- <https://www.eif.org.uk/blog/three-reasons-why-schools-should-offer-mental-health-interventions>

Stress coping strategies

Problem-focused

Emotion-focused

Social support

Meaning making

Religious (spiritual)

Your own coping advice? Do you advise any of these to your students?



Bionergetic Analysis

Alexander Lowen developed Bionergetic Analysis, a body-oriented psychotherapy that integrated physical exercises with psychological insight to release chronic muscular tension and restore the natural flow of energy in the body. His techniques focus on reconnecting the mind and body to improve emotional health and well-being.



<https://www.youtube.com/watch?v=LRMiqrRWJ9w>

Bionergetic Analysis

Example Exercises:

Grounding - Establish connection and stability, Feeling feet on ground, standing exercises,

Breathing - Release tension, increase energy flow, Deep diaphragmatic breathing

Release blocked energy and emotions, Shaking, trembling

Movement & Expression - Break muscular armor, express emotions, Kicking, stretching, vocalizing

Body Reading - Assess character and tension patterns, Observing posture and breathing

Supportive Touch - Facilitate relaxation and awareness, Therapist-assisted body support

Containment - Explore emotional meaning behind impulses, Holding back movement to reflect

Mind-Body Integration - Combine talk and body work for holistic healing

Physical exercises with verbal processing

Body & Self-Awareness process

1. **Sense of Body Ownership:**

This refers to the feeling that one's body belongs to them, a fundamental aspect of self-consciousness. It is mediated by multisensory integration, including proprioception (awareness of body position), interoception (sensing internal bodily states), and exteroception (perceiving external stimuli).

2. **Bodily Self-Consciousness:**

This involves the integration of bodily signals to create a sense of self. It plays a crucial role in autobiographical memory, where bodily cues help in recalling past events and constructing a sense of identity over time.

3. **Embodied Cognition:**

This approach suggests that cognitive processes are deeply rooted in the body's interactions with the environment. It emphasizes that our thoughts and perceptions are influenced by bodily experiences and sensorimotor interactions.



Promoting Mental Health Literacy

- Help build students' **self-esteem**:
 - Offer specific praise that is authentic and relevant.
 - Notice small successes and strengths.
 - Send home good news about a student's successes.
 - Help students identify their character strengths.
- **Feedback that promotes mental health and wellbeing.**
 - Comment on positives and provide feedback on elements that the student did get right.
 - Find specific examples to help demonstrate growth.
 - Value mistakes as opportunities to learn.
 - Invite students to identify their own successful learning strategies
 - Give authentic feedback when students persevere.



PERMA

As human beings, we are always looking for ways to finding happiness but what if we didn't need to find happiness anymore only because we realize that it's within us? That's the well-being theory

—by Martin Seligman.

Positive Emotion

Engagement

Relationships

Meaning

Accomplishment

Benefits of the PERMA model:

- It improves the feel good factor.
- Help you live a meaningful life.
- Grow supportive, friendly, and fulfilling relationships.
- An easy accomplishment of life goals.
- Growth and purposeful living.
- Be better at work.
- Better coping styles with reduced levels of burnout.
- Maintain good physical health and better immunity.
- Be prosocial.
- Less anxiety, worries, and depressive symptoms.
- Be cooperative, compassionate, and have better self-control.



Practical Gestalt Strategies for Burnout

- **Mindfulness and Presence:** Daily practices to cultivate awareness of bodily sensations, emotions, and thoughts as they arise.
- **Body-Oriented Interventions:** Using movement, breath, and somatic awareness to reconnect with physical needs and release tension.
- **Dialogue and Role-Play:** Exploring internal conflicts or work-related stressors through enactment, giving voice to different parts of the self.
- **Creative Expression:** Art, guided imagery, and other creative modalities to process and externalize emotions related to burnout.
- **Relational Work:** Examining how patterns in relationships (with colleagues, family, or clients) contribute to stress and how healthier boundaries and contact can be established.



Practical Techniques

1. **Guided Imagery:**

Use visual aids or *imaginative scenarios* to guide children through breathing exercises. For example, asking them to imagine blowing out candles or smelling flowers can help them pace their breaths.

2. **Counting Breaths:**

Encourage children to count their breaths, focusing on the sensation of each inhale and exhale. This helps maintain attention and calmness.

3. **Body Awareness:**

Teach children to *pay attention to physical sensations while breathing*, such as the rise and fall of their chest or belly. This enhances body awareness and relaxation.

4. **Regular Practice:**

Incorporate breathing exercises into *daily routines*, such as at the beginning or end of classes, to make mindfulness a consistent part of their life.

By integrating breath control into mindfulness practices, educators can provide children with a powerful tool for managing emotions, improving focus, and enhancing overall well-being.

The Healthy Mind Platter

- *Focus Time*
- *Play Time*
- *Connecting Time*
- *Physical Time*
- *Time In*
- *Down Time*
- *Sleep Time*

Developed by Dr. Dan Siegel and David Rock.

It's based on seven essential mental activities to optimize internal brain processes and external relationship.

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Strategies for Teacher's Well-Being

Self-care Practices:

- Physical Health
- Mindfulness and Relaxation

Boundary Settings

- Clear boundaries between work and personal life
- Limit work hours and avoid checking work email outside of work

Social Support

- Build a strong support network of colleagues, friends and family
- Shared feeling with trusted individuals

Professional Development

- Training programs focused on stress management and mental health

School-based Strategies

- Supportive Culture
- Organisational Support
- Workload Management

Emotional Intelligence

Emotional Intelligence is the ability to perceive, use, understand, and manage emotions in oneself and others. It involves recognizing emotions, understanding their causes, and using this awareness to guide thought and behavior. Involves both intra-personal (self-awareness) and interpersonal (social skills) dimensions.

Components:

- **Emotion Perception:** Recognizing emotions in oneself and others.
- **Emotion Facilitation:** Using emotions to facilitate thought and behavior.
- **Emotion Understanding:** Understanding the causes and consequences of emotions.
- **Emotion Management:** Regulating emotions in oneself and others to achieve goal



Practical tips for Daily life

1. **Schedule Variety:** Allocate time for each activity, ensuring a balanced mental diet.
2. **Flexibility:** Adapt activities based on personal needs and preferences.
3. **Mindfulness:** Use mindfulness to stay present and focused during each activity.
4. **Reflection:** Regularly reflect on how these activities impact your well-being and adjust as needed.



Practical Gratitude

1. Find a Quiet Space
2. Mindful Breathing
3. Reflect on Your Day
4. Identify Gratitude Points
5. Express Gratitude
6. Mindful Journaling (Optional)
7. Closing your Day with Intention



Wellness

The Global Wellness Institute defines wellness as **the active pursuit of activities, choices and lifestyles that lead to a state of holistic health.**

The key word is **active** pursuit
It is also **individual**

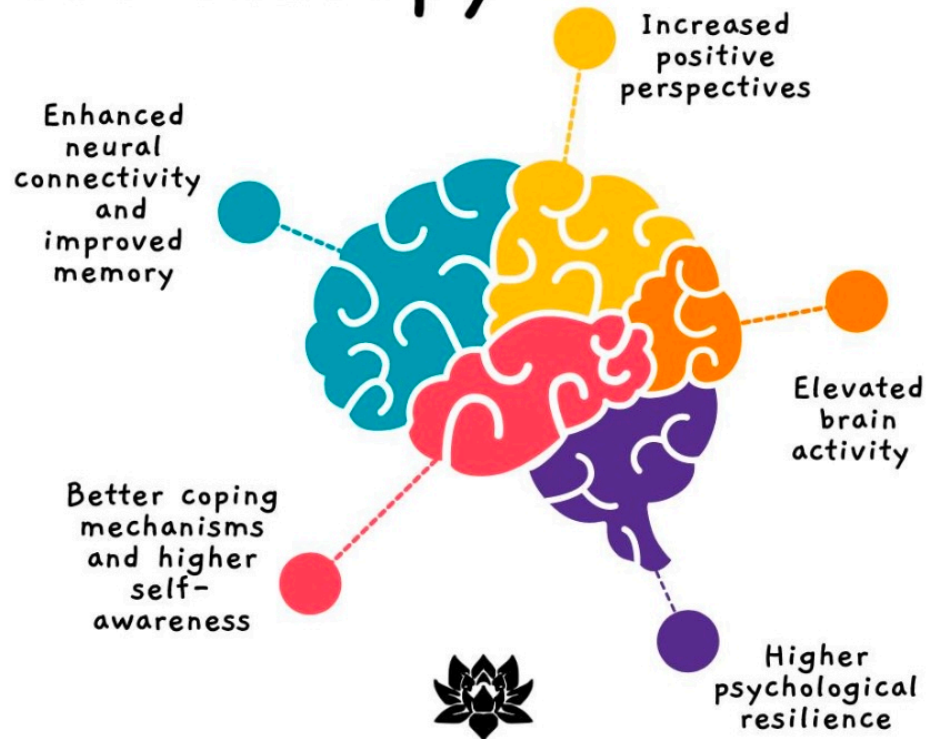
Being well is a **CHOICE**



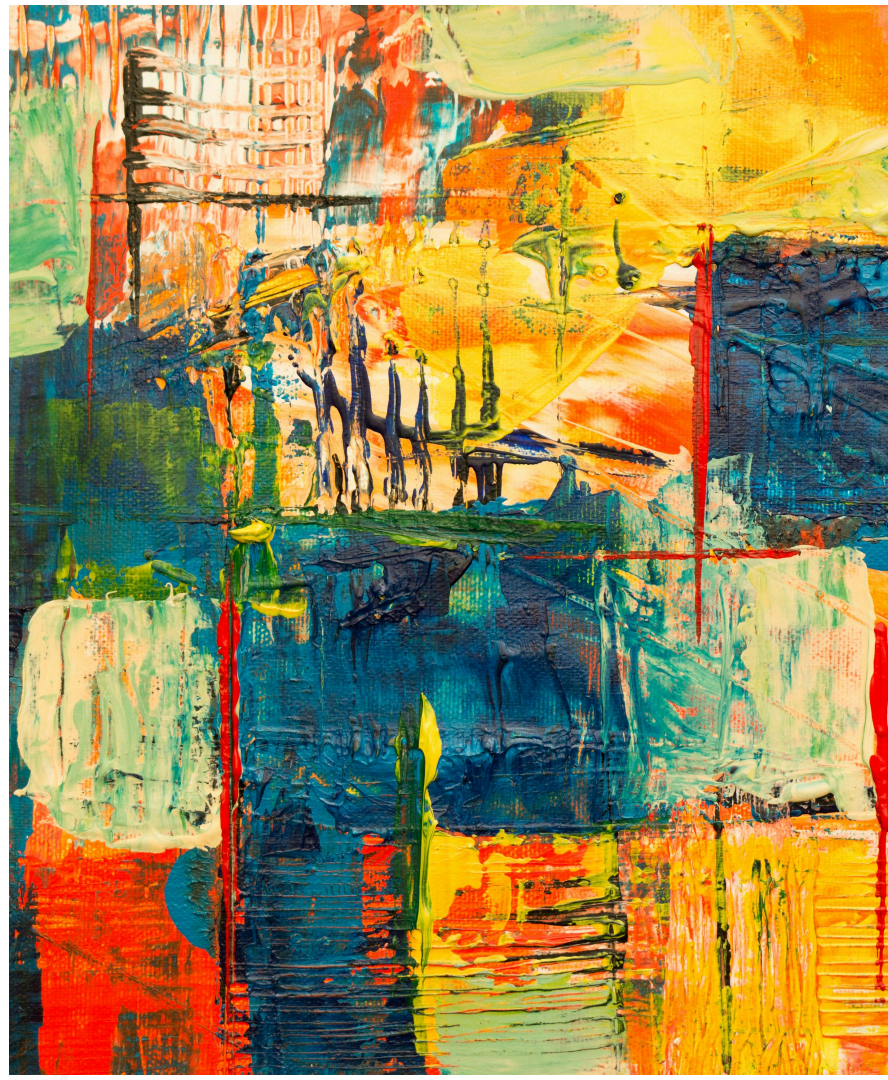
Dimensions of Wellness According to the Wellness institute



Your brain on art therapy



MINDBODYEDUCATION.INFO



Art Therapy for Burn out

- **Mandala-Making:** Creating circular, symmetrical designs to promote focus and relaxation.
- **Free or Directed Art-Making:** Using themes or prompts related to stress, emotions, or professional challenges.
- **Zentangle Art:** Repetitive pattern drawing that encourages mindfulness and calm.
- **Art-Based Debrief:** Using art to process and reflect on work experiences.
- **Creative Writing and Reflective Journaling:** Complementary expressive arts to explore feelings and thoughts.



“Empathy is a special way of coming to know another and ourself, a kind of attunement to the other which enables us to step outside our own perspective while still being grounded in it.”

– Carl Rogers



Carl Rogers Person-Centred Therapy

Carl Rogers' person-centered approach emphasizes the importance of **interpersonal relationships and a supportive environment** in facilitating learning and personal growth. Here's how his model can be applied in educational settings:



Definition of self-esteem

- Self-esteem is the evaluative component of self-concept (how much one values oneself).
- It develops from early relational experiences and ongoing social feedback.
- Healthy self-esteem requires congruence between self-image and ideal self.
- Unconditional positive regard from others fosters positive self-esteem.
- Low self-esteem is linked to incongruence and psychological distress

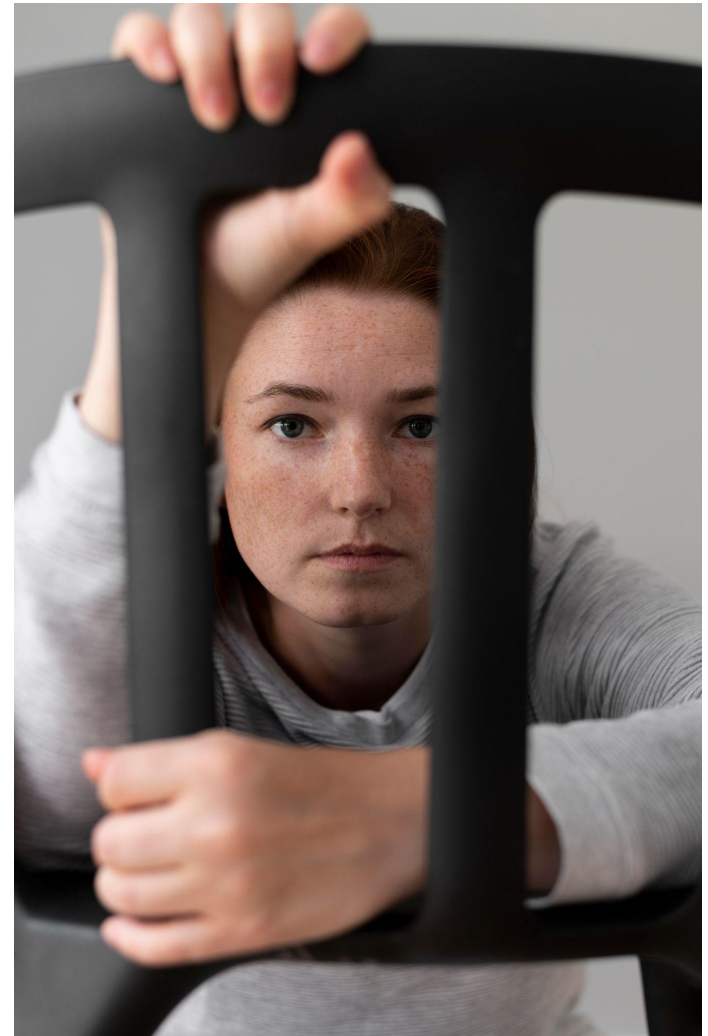
Person-Centred Learning in Classroom

1. **Student-Centered Learning:**
Focus on student-centered activities that allow learners to take an active role in their education. This approach encourages **self-directed learning and autonomy**.
2. **Emphasis on Relationships:**
Foster strong, supportive relationships between teachers and students. This helps build **trust** and promotes a **positive learning environment**.
3. **Encouraging Self-Actualization:**
Provide opportunities for students to explore their interests and passions, helping them develop their potential and achieve **personal growth**.
4. **Feedback and Reflection:**
Use feedback as a tool for growth rather than criticism. Encourage students to reflect on their learning process and set personal goals.

Self-esteem

Some common examples of low self-esteem:

- Hating yourself or feeling angry or frustrated about who you are
- Being obsessed with being perfect
- Hating your body
- Feeling worthless
- Being overly sensitive
- Feeling anxious and fearful
- Constantly feeling angry
- Trying to be a people pleaser



Strategies to boost student's Self-Esteem

1. **Incorporate reflection:** Encourage students **to reflect on** their learning experiences, challenges, and successes. This helps them to develop metacognitive skills and self-awareness.
2. **Use adaptive teaching: Be flexible** in your approach, modifying instruction based on students' needs and responses. This allows for more personalized learning experiences.
3. **Encourage critical thinking:** Formulate discussion questions that invite student opinions and perspectives. This helps students **develop their own ideas and voice**.
4. **Foster creativity:** Encourage students to **express** themselves **creatively**. This allows for personal expression and innovation.
5. **Promote problem-solving:** Guide students in designing their own processes for understanding and experimentation. This develops **self-reliance**.
6. **Share decision-making:** Identify opportunities where students can share in decision-making responsibilities within the classroom. This empowers students and gives them **a sense of ownership** over their learning environment.

Dance Therapy for Burnout

- Reduces stress - Rhythmic movement releases tension
- Builds emotional resilience
- Enhances mood, regulation, and adaptability
- Prevents emotional exhaustion
- Increases self-awareness and social connection
- Boosts mental well-being
- Improves mood and psychological health
- Develops soft skills
- Embodiment and emotional competencies



Boosting Self-esteem:

8 Skills and Techniques

- Practice mindfulness
- Change your story
- Don't compare yourself to others
- Channel that inner rock star
- Move your body more
- Volunteer
- Practice forgiveness
- Realize that you are not your circumstances

FAST Acronym

F – Be fair to yourself as well as other people.

A – No apologies.

S – Stick to your values.

T – Be truthful and don't make excuses.

Creating a Supportive Environment



- **Get to know your students:**

- Greet students at the door.
- A brief chat with individual student.
- Empathy.
- Be aware of changes.
- Share some information about yourself.
- '2 x 10' STRATEGY.
- Be reliable and consistent.
- Make positive phone calls home.
- Write personal notes to students.
- Show that you care.

This is me: Jordan Jones Year 7		What I'm interested in: Singing, TikTok, country music, animals
What I'm good at: Looking after my dog, Lola	What I find hard: Maths	
What I like about ... subject (e.g. maths, history): I like reading stories about people in history. What I don't like or am worried about in ... subject (e.g. maths, history): I don't like doing loads of writing.	What teachers need to know so they can help me learn: Please use lots of pictures and videos in lessons to help explain things.	

- Personal Profile
- Sociometric Test

Creating a Supportive Environment



- Using metaphors facilitate learning process
- Respectful attitude (“meet” students where they are and propose them a way of potential growth)
- Open-hearted approach towards student’s particularities and difficulties
- Increase the supportive non-verbal/verbal behaviour
- Accept the feeling, but not the behaviour
- Find time for a short restorative conversation.
- Use ‘I messages’.
- Combine theory with practice during the lesson

Creating a Supportive Environment



Authentic Pedagogy is a trust-based approach

- Students are more prone to respond positively to an “**invitation to learn**” than being “ordered or coerced to learn.” **Learning from desire and from internal motivation** has a more positive effect than a forced learning and a studying that is based on fear.
- Involves a statement of **trust** in the inherent ability of **the dyad teacher/student** to recognise his or her own needs, the way to go about **satisfying these needs**, and the order in which they should be **dealt with, like dialogical contact and experimental engagement** (Gestalt approach).

Creating a Inclusive Environment



- Role-model inclusive and respectful behaviour
- Expand students' awareness and appreciation of diversity
- Pay attention to micro-aggressions
- Foster the sense of belonging
- **Ideas for Creative learning:**
 - Learning through senses experience (texture)
 - Anti-assignment
 - Performing arts (drawing, dance improvisation)



Creating a Experiential Teaching

Creative Pedagogy

“The most of life – it’s a process to be lived, not a problem to be solved; it is a journey to be experienced, not a task to be achieved”



Strategies for Teachers

1. **Increased Motivation:**
Students are more motivated when they feel valued and supported.
2. **Improved Self-Esteem:**
Unconditional positive regard helps students develop a positive self-image.
3. **Enhanced Creativity:**
A facilitative environment encourages creativity and exploration.
4. **Better Retention:**
Students retain information better when they are engaged and interested in the learning process.



By applying Rogers' principles, educators can create a supportive and engaging learning environment that promotes personal growth and academic success.

Creative Teaching

Practical implications for your students:

- Evoke responsibility for their learning
- Engagement in the tasks
- Using metaphors
- Empathetic approach
- Cultivate a dialogical relationships
- Modelling appropriate self-disclosure supports the students'
- Set personal goals
- Focusing on and practicing how to stay with the here and now



Strategies to Create a Sense of Belonging Between Students and Teachers

1. Build Personal Connections
2. Model Inclusivity
3. Active Listening
4. Celebrate Diversity
5. Feedback and Recognition

Joint Activities

1. Community Building Exercises
2. Story Exchange
3. Classroom Tree of Belonging
4. Cultural Exchange Days



Observation and Early Intervention



- Access to **Counseling Services**

- Ensure adequate staffing and resources.
- Offer individual and group counseling.

- **Peer Support Programs**

- Peer mentoring or buddy systems.
- Encourage students to support their peers and seek help when necessary.

- **Parent Involvement**

- Provide resources and workshops.
- Collaborate with families to create a holistic support system.

- Address **Bullying** and Peer Pressure

- Promote kindness and empathy.
- Implement anti-bullying policies and enforce consequences.

- Early **Intervention**

- Identify at-risk students early.
- Monitor attendance, behavior, and academic performance.

Kindness & Empathy



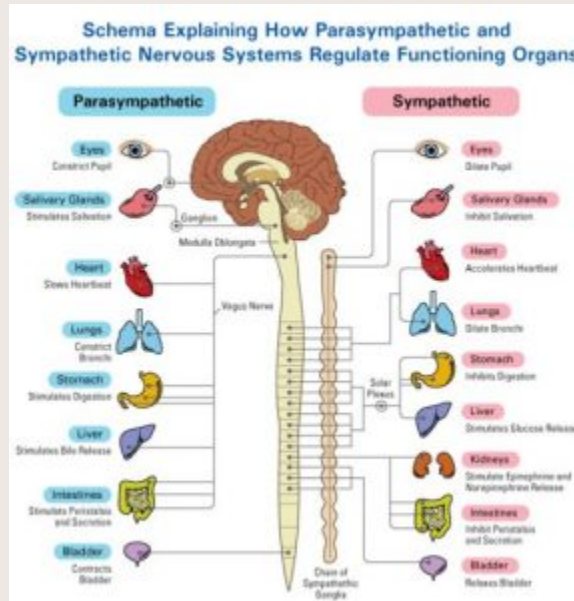
**Let's
Practice**

- **Empathy Circle**



Stress relief

A healthy vagal tone balances the sympathetic (fight or flight) and parasympathetic (relaxation, digestion) divisions of the nervous system. It is possible to influence your mind involving the body.



Search for Meaning

- Viktor Frankl “Man’s search for meaning”
- The brain likes it black and white. Helplessness makes us feel stressed. We might also deny it.
- From resistance to acceptance of change. If you manage to face it and say ok, this is happening, how can I bring purpose and meaning to this? How can I live with what I’ve got?
- What resources do I have to pull through this?
- Accept your emotion. Every emotion is connected to a need. Is there any other way to satisfy this need? Is it a real need? (trying to be a “perfect” mother, teacher, not being able to delegate etc...)

- **5 steps of Empowered Acceptance**

Let resistance go... no hope, no pity, no anger....

- **Reflecting.** Vulnerability (Brene Brown). What is really happening? If I keep feeling this way, what will happen?
- Reframing (if it wouldn't have been for this, I wouldn't have... what have you learned?)
- **Refocusing** - what is actually going well? Attention (white cars)
- **Rituals**

The State of Flow-

Flow, the secret to happiness

The state of Flow (Mihaly Csikszentmihalyi) a mental state characterised by complete presence and engagement in an activity, where individual's skills match the challenges of the task. This state is often as **“Being in zone”**, where one experiences heightened **focus, concentration and enjoyment**, with a sense of **effortless control and timelessness**.

In educational settings, flow state leads to learning by providing immediate feedback, clear goals and intrinsic motivation, leading to improved performance, skill acquisition and overall well-being.



How to achieve a Flow State

1. Clarity of Goals

- **Definition**: Having clear objectives for the activity helps individuals understand what they need to achieve.
- **Importance**: Clear goals provide direction and motivation, allowing participants to focus their efforts effectively.

2. Immediate Feedback

- **Definition**: Receiving prompt responses to one's actions helps individuals adjust their performance in real-time.
- **Importance**: Feedback reinforces learning and keeps individuals engaged, as they can see the results of their efforts immediately.

3. High Level of Concentration

- **Definition**: A deep focus on a limited field allows individuals to immerse themselves fully in the task at hand.
- **Importance**: This concentration minimizes distractions and enhances the quality of performance.

4. Balance Between Skills and Challenge

- **Definition**: The task must present a challenge that matches the individual's skill level.
- **Importance**: If the challenge is too high, it can lead to anxiety; if too low, it can cause boredom. Flow occurs in the optimal

Implementing Flow in the Classroom

1. **Lesson Planning:** Design lessons with flow-inducing activities that match students' skill levels.
2. **Student Engagement:** Monitor student engagement and adjust tasks accordingly to maintain flow.
3. **Feedback Loops:** Establish regular feedback loops to ensure students are receiving the right level of challenge and support.

By incorporating these strategies, educators can create an environment that fosters flow states engaged, motivated, and effective learners



Practising strategy to achieve the state of Flow

1. Challenge-Skill Balance:

- **Scaffolding:** Provide tasks that are challenging yet manageable for each student's skill level. Allow students to self-select scaffolding tools like tutorials or graphic organizers to match their needs.
- **Gradual Increase in Difficulty:** Gradually increase the difficulty of tasks as students progress to maintain engagement.

2. Clear Goals and Feedback:

- **Set Clear Objectives:** Ensure students understand what they are working towards. Make goals clear and achievable.
- **Regular Feedback:** Provide ongoing feedback that helps students adjust their efforts and stay on track.

3. Minimize Distractions:

- **Optimize the Learning Environment:** Create a conducive environment by reducing external distractions. Use strategies like noise reduction or designated quiet areas.
- **Focus on the Process:** Encourage students to focus on the process rather than the outcome, helping them stay engaged in the task.

Reflection

- How would you improve your reaction to stress?
- Please write in detail how fast you would like to be able to return to balance, what tools you already have for that, and what would you like to develop.

Note which tools you are ready to start practicing today.