



PedPilots - Self-regulated Learning Guide for Educators

2024-1-HU01-KA220-SCH-000250549



**Funded by
the European Union**

PedPilots - "Training for accompanying teachers"

Teaching unit 5.

Good vibes all around – expressing and regulating emotions

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The 12 chapters of our workbook are available on the project website, where they can be downloaded and used free of charge. We recommend Genially as a digital, independently processable teaching resource.

<https://www.pedpilot.eu/>



<https://view.genially.com/6885f7076f6692a268885f03>



5. Good vibes all around – expressing and regulating emotions

Introduction

In this module, participating teachers will learn about the basic principles of emotion regulation at different stages of life. Special attention will be paid to homesickness, the most common problems of adolescence, and the development of teachers' own emotion regulation strategies in difficult situations. The aim of the module is to provide teachers with effective tools for consciously managing emotions, both in relation to their students and themselves.

Objectives

The aim of the teaching unit is for participants to acquire practical skills that contribute to the creation of a positive, safe and supportive school environment. The training focuses on the development of the following key competences:

- Conflict management and group dynamics skills: participants will learn to recognise dynamic processes within the group and will be given tools to help them prevent and constructively resolve conflicts. Their cooperation skills and empathy will improve, and they will become capable of managing tensions and strengthening group cohesion.
- Safety and emergency skills: participants become more informed about ways to maintain a safe school environment, including prevention, recognition and rapid response measures. They become capable of applying basic emergency protocols and become more aware of how to handle crisis situations.
- Emotional and motivational support for students and teachers: the training develops participants' emotional intelligence and their skills in using supportive

communication and positive reinforcement. Participants will be able to respond sensitively to the emotional needs of students and colleagues.

Time allocated to the curriculum

135 minutes

Learning outcomes

The following areas of teacher competence are expected to develop:

1. personal development, individual treatment
2. group and community development (openness, creating opportunities, developing a culture of reasoning, mutual respect, acceptance, cooperation)
3. Communication, conflict management (cooperation, problem solving, maintaining relationships, compliance with regulations, authentic communication, accepting feedback, ability to persuade and be persuaded)

The curriculum through exercises

There are several chapters in this teaching unit. It is worth studying all of them to master the teaching material, but you can also choose according to your interests. Chapters of the teaching unit:

1. Dealing with homesickness
 - 1.1 Dealing with homesickness in 6-12 year olds

1.2 Dealing with homesickness in 12-18 year olds

2. The most common problems encountered during travel in adolescence

2.1 Risk-taking behaviour

2.2 Mood swings and emotional difficulties

3. Emotion regulation in teachers

1. Dealing with homesickness

Before you start learning, please take a moment to reflect on yourself!

Think about it...

- *When was the last time you felt homesick?*
- *How old were you?*
- *Where were you at the time?*
- *What helped you overcome this feeling?*
- *Please write down a few thoughts.*
- *Imagine the following situation:*

On your first night at camp, a ten-year-old boy comes up to you. With tears in his eyes, he says:

"My tummy hurts... I want to go home to my mum."

You know that he is very close to his mother and that this is the first time he has been away from home. What would you say to him? What would you definitely not say?

Please write down/formulate two sentences: one that you would say and one that you would definitely avoid!

What do we know about this phenomenon – what is homesickness?

Homesickness is a completely natural feeling that occurs when someone misses important people, habits or objects – in other words, their familiar environment.

It is important to emphasise that homesickness is not an illness or a weakness, but a natural sign of emotional attachment. It can manifest itself differently at different ages. In the following, you can read about this broken down by age group:

1.1 Dealing with homesickness in children aged 6–12

At this age, homesickness is common and natural, especially if the child is spending a longer period of time away from their parents for the first time.

Typical symptoms:

- Sadness, crying
- Withdrawal
- Stomach ache, headache (psychosomatic symptoms)

- Loss of appetite
- Constant seeking of contact with parents

The biggest challenge at this age is for the child to learn to manage this feeling and not let it completely ruin the experience for them.

Stop for a moment and think of a child you know who has experienced at least one of these symptoms!

Practical suggestions:

- Preparation: Talk to children about homesickness before travelling! It is important for them to know that this is a normal feeling that can be managed. Stories are also an excellent way to get children thinking and talking about it. (You will find a related story in the supporting materials: Makk Marci and Homesickness)
- Familiar objects or rituals: Allow them to bring something personal and comforting from home (e.g. a soft toy, a scarf, a family photo).
- Structured daily routine: Well-organised programmes help distract children from feelings of loss.
- Encouragement box or letter: Ask parents to write a nice message to their children before they leave.
- Regulating contact: Constant phone calls can increase homesickness. It is recommended to call at 1-2 designated times per day.

Specific tools that can help

- "Emotion map" (before departure)

Goal: To raise awareness of emotions

Method: Draw a travelling figure, then everyone writes or draws around it what feelings they expect from the trip.

- "Magic spell against homesickness" (during the trip)

Goal: Distraction

Method: Teach a positive, encouraging phrase every morning that the children can repeat. Example: "I am a brave traveller!", "Something good will happen today!"

- "Homesick buddy" (at the destination)

Objective: Mutual support

Method: Divide the children into pairs so that each child has a partner with whom they can share their feelings and look for solutions.

1.2 Dealing with homesickness in 12–18-year-olds

Adolescents are more independent than younger children, but relationships are still important to them. Their homesickness often arises from the absence of their familiar surroundings, friends and routines.

Typical symptoms:

- Irritability, tension
- Withdrawal from social life
- Excessive use of mobile phones

- Changes in sleeping and eating habits
- Rule-breaking, rebellion – often an expression of inner tension

Important to know at this age, many young people do not admit that they are homesick – they often disguise the feeling as another problem.

- Help them develop independence!
- Give them small decisions to make! – this increases their self-confidence and reduces their feelings of separation.
- Consciously limit phone use! Allow contact but set specific times so that excessive use does not increase homesickness.
- Active distraction instead of emotional support: adolescents are more likely to gain coping skills through active, interesting activities than through long conversations.
- Give them responsibility! Ask young people to help younger children or take part in organisational tasks – this will make them feel useful and reduce homesickness.

Specific tools that can help

- Before departure: Survival kit

Goal: Conscious preparation

Method: Travelling students write down what they can do if they feel homesick.

E.g. listening to music, writing a diary, playing sports, a favourite object, someone to talk to.

- On site: Mentor pairs

Objective: Teachers should not be the only source of support

Method: Pair young people so that a more experienced one can help a less confident partner.

Task 1

Now that you have studied the material, try to create your own toolkit!

Task 2

Imagine that you are taking a small group on a 5-day trip abroad (you decide the age group). Based on the above, create your own plan using good practices that are close to your personality and that you think can help alleviate homesickness! Also, think about what you would say to the children, what you would say to the parents, and which small techniques you would use.

2. The most common problems encountered during travel in adolescence

2.1. Risk-taking behaviour

Before you start studying, please think about this situation:

Two students disappear from their accommodation in the evening. It turns out that they secretly went into town to 'explore' the area. One of them thinks it's okay, while the other admits, somewhat fearfully, that 'there was a bit too much alcohol'.

Observe your feelings and thoughts! How would you react in this situation? Why do such things happen? Can they be prevented?

In the following, we will look for answers to these questions by examining the theoretical background.



Why do adolescents seek danger? What forms can risk-seeking behaviour take?

Physical risk-taking

- Extreme sports, reckless stunts
- Fights at school or outside school
- Self-endangering behaviour (e.g. deliberately breaking rules, seeking out accident-prone situations)
- Substance abuse and addictive behaviours
- Experimenting with and using alcohol, tobacco and drugs
- Excessive consumption of energy drinks and medicines
- Digital addictions: risky online challenges, gambling, excessive use of social media

Risky social and emotional behaviour

- Completing provocative, dangerous challenges on social media
- Forming dangerous relationships (e.g. meeting strangers on the internet)
- Aggressive or self-destructive conflict management (e.g. deliberately seeking danger during an argument)

Self-harming behaviour

- Self-harm (e.g. cutting, burning, deliberately causing injury)
- Consciously unhealthy lifestyle (e.g. starvation, extreme diets, self-destructive habits)

What could be behind risk-seeking behaviour?

Emotional and psychological factors

- Seeking challenges, boredom, need for stimulation
- Stress relief, suppression of inner pain
- Desire to attract attention, cry for help

Environmental and social influences

- Peer pressure, compulsion to conform
- Dysfunctional family background, neglect, trauma
- School stress, pressure to perform, anxiety

Characteristics of adolescent brain development

- The limbic system (the area of the brain responsible for emotions) develops faster than the prefrontal cortex (the area responsible for self-control) in adolescents, making them more prone to impulsive decisions.
- Novelty seeking and risk taking are natural developmental characteristics at this age.

How can teachers help?

Early recognition and attention

- Timely detection of signs of risky behaviour
- Understanding students' individual backgrounds and emotional states

Creating a safe environment

- Creating an atmosphere where students can talk about their problems without fear of judgement
- Developing social relationships and building a support network

Teaching alternative coping strategies

- Introducing healthy stress management techniques
- Developing self-assessment and self-reflection

Managing peer pressure

- Developing critical thinking in relation to challenges and risky behaviours seen on social media
- Initiating conversations with students about peer pressure and how to deal with it

Practical techniques and strategies for dealing with risk-seeking behaviour

Preventive strategies (prevention, preparation): risky behaviour and its consequences - joint rulemaking, discussion: what do they think is acceptable, what substances do they use, what stories have they heard. It is important that travelling students recognise the role and responsibility of the adults who are responsible for them. They should also recognise that they are responsible for each other and that a single risky situation can cast a shadow over the entire trip.

- Possible task for travellers: Work together to find tragic stories that happened because teenagers went too far!

Before moving on in the curriculum: search the internet for a case of risk-taking behaviour that is one of your greatest fears! List your feelings and thoughts! Think about how you could use the text you have read as a preventive measure.

Questions to help students reflect on themselves

It is a good idea to prepare some initial questions for the discussions. These introductory questions may work well:

- "Why do I feel like I have to do this?"
- "What are the short- and long-term consequences of this decision?"
- "If a friend of mine did this, what would I say to them?"

Techniques that can be used in each situation (if the risky behavior has already occurred)

- If the student is attempting something reckless or dangerous

Empathetic but firm feedback: "I can see that you find this very exciting, but do you know what the dangers are?"

Seeking a joint solution: "Is there another way to experience this excitement more safely?"

- If a student shows signs of substance use

Be understanding and non-judgmental: "I'm worried about you and want to help. Can we talk about this?"

Seeking professional help: school psychologist, social worker, referral to support organizations.

- If the student exhibits self-harming behaviour

Provide immediate support and safety: reassure the students that they are not alone.

Contact a professional: initiate a supportive conversation, refer them to the appropriate professional.

In summary - What can teachers do?

- Clear rules from the outset – Communicate: before the trip, clarify what is expected, what behaviour is acceptable, when and in what circumstances, and who they can turn to!
- Balance between strictness and connection – Set boundaries, but do not become the enemy!
- Talk about the consequences – Don't just forbid but understand the motivation!
- Recognize peer pressure – Help them become aware of the influence of their peers!

(In Unit 8, you can also read about how to draw up a contract with your travelers. It is worth including the consequences of risky behavior in the contract.

Task 1 Imagine that you are preparing for a mobility program. Write down three rules that you would communicate to the students in advance, and how you would justify them!

Task 2 Please pause for a moment! Take a few minutes to write down at least three thoughts that you will take away from this chapter! What was new to you, or what did you learn? Perhaps it is something you already knew, but now want to be aware of so that you can easily recall it at any time?

2.2. Mood swings and emotional difficulties

Before you start studying, please think about this situation:

A student has been quiet for days, barely speaking, seemingly tired, and saying "I don't care" to everything. The next day, he becomes angry with his classmates for no apparent reason. Does this situation sound familiar? Have you ever experienced this when taking teenagers on a trip?

In the following, we will discuss these and similar cases.

The psychological background of adolescence

- Neurological changes: Brain development (especially the prefrontal cortex and limbic system) affects impulse control and emotion regulation.
- Identity formation: Who am I? How do I fit in with others? This creates tension.
- Hormonal changes: Hormonal fluctuations can affect mood and emotions.
- Increased self-reflection and vulnerability to peer feedback.

The psychological effects of camping, excursions, and multi-day programs

- Lack of sleep, fatigue → emotional instability
- Social pressure, new situations → anxiety, withdrawal or outbursts of anger
- Lack of home background → increased sensitivity
- Constant community life → no opportunity to withdraw, increased stress

Practical advice for teachers

Preparation before camping

- Get to know the group!

Ask the class teacher and school psychologist for information about the students' mental state (e.g. who is prone to anxiety or outbursts of anger, what their family atmosphere is like, their relationship with their friends, etc.)! Find out if anyone is struggling with ADHD, depression, anxiety or any other problems!

- Information and trust building

Hold a preliminary discussion: what to expect at camp, how to ask for help! Ask for feedback on what people are afraid of!

- Establish safety rules

E.g. "No shaming", "You can talk to an adult at any time"

Dealing with situations during camp

- Dealing with emotional turmoil
 - Remain calm and stable – students tend to follow the emotions of adults
 - Do not try to lecture in the middle of a crisis!
 - First: create a safe space, calm down, breathe. „I can see that this is very difficult for you right now. Come on, let's go for a walk, and then if you want, we can talk about it."

(You can read more about breathing techniques in the chapter on emotion regulation for teachers.

- Provide opportunities for individuals to withdraw
 - Provide a space (e.g. a quiet room) where those who find the group too much can retreat for a few minutes.
- Observation: when is there a serious problem?

- Persistent low mood, crying, isolation
- Aggressive behaviour, endangering others
- Signs of self-harm (e.g. scratches on the arms, dark, depressing speech): in such cases, it is necessary to intervene and get involved. Very often, it helps young people if they feel that the adult present accepts and understands them, does not judge them, listens to them, or is simply there for them. Do not be afraid to take action in such situations! Pretending not to notice the problem will only make things worse.
- **Humor, connection, play:** play helps relieve tension and restore emotional balance. Humor lightens the mood – but never be sarcastic, always be accepting!

Follow-up

- Group discussion: What was difficult, what was good? How did everyone feel, what did we learn about each other?
- Individual feedback: if you noticed someone struggling emotionally, come back to them later – a short conversation can help a lot.
- Informing parents (where appropriate): discreetly, empathetically, seeking cooperation

Task:

Write down three sentences that you think would be nice to hear for a sensitive or withdrawn student when they are having a difficult day!

Crisis protocol: among the supporting materials, you will find a printable document entitled [Crisis Protocol for Teachers: What Constitutes a Crisis Situation?](#) We recommend that you study it and strive to understand and remember it so that you can respond quickly and effectively in a crisis situation. The protocol can be printed out, so you can easily take it with you if necessary.

Final thought – What should a teacher be prepared for in a mobility program?

- Many types of behavior can be normal – Do not consider emotional maturity to be abnormal!
- As an accompanying person, you are not a psychologist – but your presence and emotional stability are very important. You can read about emotion regulation [here](#). Please click on the link if possible.
- Preparations: it is important to prepare, clarify the rules and roles, and think through a contingency plan.
- Follow-up: don't forget to talk about it, process the experience, and give feedback to students and colleagues.

3. Emotion regulation for teachers

Think back to a school trip, journey or event when something unexpected happened that upset your emotional balance. If you can't think of anything, you've probably heard about difficult, very stressful situations from colleagues. For example:

- *At the border, it turned out that one of the children's passports was missing.*
- *The bus broke down and they couldn't continue their journey.*
- *A student got lost in a strange city.*
- *The program he had been planning for a long time was cancelled due to the weather.*
- *A 10-hour wait at a border*

Think about how you react, how you felt, and how you see yourself in this situation in hindsight (if you don't have any personal experience, try to imagine yourself in such a situation).

What was the most difficult thing about this situation? What did you do then, how did you deal with your emotions? If it happened again, what would you do differently? Write down a few thoughts! Just a few lines!

Theoretical part – The basics of emotion regulation as a teacher

Emotion regulation refers to the ability to consciously manage our emotions so that they do not become an obstacle to effective teaching. Teacher emotion regulation not only helps you, but also has a fundamental impact on the learning experience of your students. What can upset a teacher's emotional balance?

- A student suddenly becomes ill or has a panic attack.
- A serious conflict, e.g. a fight or aggressive behavior.
- Sudden bad news (e.g. tragedy, accident).
- Someone loses their documents.
- Discipline problems, disrespect on the part of students.
- Tense situations with parents or colleagues, communication difficulties.

Effective emotion management is not just about responding to stressful situations, but also about conscious prevention and preparation. The following steps can help you maintain emotional stability:

Self-awareness work:

- Recognize your own stress reactions and emotional patterns! Be aware of the situations that trigger strong emotional reactions in you!
- If you are not yet familiar with the main characteristics of your personality, take one of the online personality tests available on the internet, e.g. DISC, 16 Personalities, Big5. The results will help you see yourself more clearly. You can even take the test with your travel companions, because in a stressful situation, not understanding why others are not reacting the same way you can increase tension.

- Mental and emotional preparation: although it is impossible to prepare for every unexpected event, it is a good idea to consider possible difficult situations before travelling. Review this list, add it if necessary, and think about what might help you in these situations. If you are mentally prepared, it will not be as frightening when you are there, because it will be familiar. This is the so-called familiarity effect, which relieves anxiety. Even if we have only encountered the situation in our minds, we can react more calmly if we have already encountered the situation or feeling in our minds.
- Review these possible situations and observe your feelings and thoughts:

Medical emergencies

1. Fainting, loss of consciousness
 - Lay the person in the shade, check their breathing, call for help, administer first aid.
2. Injuries (bruises, fractures, dislocations)
 - Ensure immobility, immobilize the injured body part, call an ambulance, apply ice.
3. Insect bites, allergic reactions
 - Treat the bite site, administer antihistamine (if available), call an ambulance in severe cases.
4. Feeling unwell (e.g. vomiting, diarrhea, headache, heatstroke)
 - Shade, fluids, rest, medical assistance in severe cases.
5. Epileptic seizure or flare-up of known illness
 - Ensure a safe place, time the seizure, notify parents/doctor, call an ambulance if necessary.

Getting lost, disappearing

6. Student disappears from the group

– Immediately check headcount, recall where they were last seen, search the area, notify the police (if they are not found within 10-15 minutes), notify school management and parents.

7. A student falls behind or gets lost on a hike

– Retrieve their last known position, call them on the phone, inform the tour guide and other accompanying persons, and stop the group.

Transportation problems

8. Bus breaks down, vehicle involved in an accident

– Move passengers to a safe place, administer first aid (if necessary), notify ambulance/police, inform school contact person and parents.

9. Student misses the bus/train

– Contact the student (by mobile phone), notify the accompanying teacher and parents, and arrange a new meeting point.

Hazards related to the natural environment

10. Sudden storm, lightning

– Find shelter (not under trees!), leave open terrain, stay together as a group.

11. Fire (e.g. in accommodation)

– Immediate evacuation, call the fire brigade, check headcount, first aid.

12. Encounter with wild animals

- Keep your distance, retreat quietly, keep the group under control, inform the leaders.

Other crisis situations – this was not included in Genially, but it is important

13. Student panic reaction, hysterical behavior

- Reassure, isolate (if necessary), seek help from a trusted person/teacher, notify parents.

14. Conflict between students, physical violence

- Immediate separation, calming down, determining responsibility, documentation, subsequent discussion.

15. Theft or loss of valuables

- Investigation, involvement of local authorities (if necessary), informing parents.

3. Practical techniques – How do you regulate your emotions in practice?

There are two types of techniques for maintaining emotional balance:

1. Pre-emptive strategies (prevention, preparation)
2. Techniques that can be applied in a given situation (immediate emotion regulation)

1. Strategies that can be applied in advance: here are some short techniques that can help you regulate your emotions by calming your body, which in turn calms your mind.

Conscious breathing and relaxation exercises: try out different breathing techniques and find the one that works best for you:

- 4-7-8 breathing technique: inhale for 4 seconds, hold for 7 seconds, exhale for 8 seconds.
- Triangular breathing: inhale for 3 seconds, hold for 3 seconds, exhale for 3 seconds.
- Square breathing: inhale for 3 seconds, hold for 3 seconds, exhale for 3 seconds, hold for 3 seconds.

Which breathing technique do you find most effective?

Progressive muscle relaxation: when the mind becomes tense, the body reacts: our muscles tense up. However, tension is never constant – every contraction is naturally followed by relaxation. We can consciously use this mechanism to reduce stress. *Try it:* clench your dominant hand into a fist, hold it for a few seconds, then slowly release it! Notice how the tension eases not only in your hand, but also in your mind. Repeat the exercise! If you feel comfortable, apply the same technique to other muscle groups – your arms, legs, even your whole body! Practice your ability to relax before you start!

Journaling, reflective thinking: keeping an emotional journal – recording daily challenges and emotional reactions helps with self-reflection. At the end of a difficult, stressful day, use the "3 good things exercise": at the end of each day, write down three positive things from the day!

Practicing mindfulness and presence: when you are overwhelmed by worries, try to consciously focus only on the present moment, only on the problem at hand. Ask yourself what your task is at that moment. What do you need to do? Don't worry about the future, just focus on the present moment and take it step by step! If you are so overwhelmed by emotions that you are unable to think, stop for a moment and use this simple mindfulness exercise:

4 senses exercise: look at 4 things, touch 3 things, listen to 2 things, smell 1 thing!

Maintain supportive relationships: think in advance about which colleague's support and behavior would be good for you in this stressful situation. If you go alone, whose voice and thoughts would you like to hear?

2. Techniques that can be used in a given situation

In case of sudden stress (e.g. conflict, emergency)

STOP technique

- Stop: Stop for a moment!
- Take a breath: Take a deep breath!
- Observe: Observe your feelings and thoughts!
- Proceed: Respond with a conscious decision!

Counting or delayed reaction

- Count to 5 before responding in a conflict situation!
- Use slow movements (e.g. consciously moving slowly to reduce impulsive reactions)!

Shift your focus

- Review the situation from an outside observer's perspective ("How would this look to a neutral observer?")!
- Ask yourself: "Will this situation still be important in a week's time?"

Physical techniques for reducing tension

- Stretching or gentle exercise (e.g. shoulder circles, deep breathing and slow stretching).
- Washing your face with cold water or applying a cold compress to your pulse points (immediate physiological effect to reduce stress).
- Tensing and relaxing your muscles (make sure that the relaxation phase is longer than the tensing phase).

Final thought: Teachers not only teach, but also educate, set an example and are present. The first step to this is emotional security for themselves.

Task

Describe at least one technique that you would like to try in the future based on the course material, and explain why you think it would be useful.

Supporting materials

1. If you would like to read more about dealing with homesickness, here are a few online resources where you can find useful information

Articles in Hungarian:

- Your child is homesick, what can we do?
<https://www.egeszsegkalauz.hu/vizsgalat/honvagy-van-a-gyereknek-mit-tehetunk/1jbqsk4>
- Fighting homesickness with stories:
<https://gyermektabor.info/2024/04/03/honvagy-nyunyoka-sztori/>
- Advice for parents: <https://www.kamaszpanasz.hu/hirek/szuloknek/5991/nyari-tabor-honvagy>
- Articles in English:
 - suggestions for parents: <https://www.campkodiak.com/helping-with-homesickness/>
 - suggestions for children to deal with homesickness:
<https://www.knox.nsw.edu.au/news/latest-news/how-to-deal-with-homesickness-on-school-camp/>

2. The most common problems encountered during travel in adolescence

- T. Gordon (2010): T.E.T.: Developing Teacher Effectiveness. Gordon Publishing Hungary Ltd.
- Gordon, T. (2003). Teacher Effectiveness Training: The Programme Proven to Help Teachers Bring Out the Best in Students of All Ages. New York: Three Rivers Press.

3. Emotion regulation in teachers

- Personality tests in Hungarian:
 - DISC: <https://www.nn.hu/szemelyiseg-teszt>
 - 16Personalities: <https://www.16personalities.com/hu>
 - Personality test in English: Free personality test, type descriptions, relationship and career advice | 16Personalities
- Personality test in Romanian: Free personality test, type descriptions, relationship and career advice | 16Personalities
- Personality test in Serbian: <https://www.16personalities.com/sr>
- English language resources:
 - <https://www.mindful.org/>
 - Psychology Tools - <https://www.psychologytools.com> – CBT-based tools, breathing techniques, stress management.
 - Progressive relaxation in English: https://www.youtube.com/watch?v=SNqYG95j_UQ&ab_channel=TherapyinaNutshell
- Hungarian-language resources:
 - Tanárblog.hu – Teacher self-awareness, stress management, digital education <https://www.tanarblog.hu>
 - Emőke Bagdy presents Progressive relaxation, from 17:14 https://www.youtube.com/watch?v=fUCPCcCHVo0&ab_channel=BagdyEm%C5%91keel%C5%91ad%C3%A1sainaksaj%C3%A1tcsatorn%C3%A1ja
 - <https://www.szamosijudit.hu/a-progressziv-izomrelaxacio-autogen-trening/>

- Serbian language resources:

https://www.youtube.com/watch?v=EVrp974vX8I&ab_channel=ZarkoPetrovic – relaxation

Makk Marci and homesickness

Makk Marci, the little squirrel, was very excited. The autumn forest trip had arrived, and he was going with all his schoolmates. This was the first time he had left home for several days, and they travelled to a distant grove where they slept in tents, listened to the crickets singing, and bathed in the morning dew on the leaves.

The others laughed and played happily, while Marci tried to fit in. During the day, everything was wonderful: they chased each other along the stream, collected leaves, and ate roasted acorns for dinner.

But when evening came and the tents began to quiet down, he felt something strange in his chest. The sleeping bag was comfortable; the stars were beautiful – yet something was missing. Or rather, someone.

He remembered his mother's goodnight kiss, his father's cheerful whistling, his siblings' jumping around. The smell of the little hut. The warmth that one only feels at home.

It was homesickness. At first, he tried to chase it away. He buried his head under the blanket. But the homesickness remained.

The next morning, Marci didn't say much. His friend, Cincogi the mouse, went over to him.

"Is everything all right?" he asked quietly.

Marci nodded but then said that he felt like crying the night before because he missed home so much.

"You know," said Cincogi, "I felt the same way last year. Homesickness isn't a bad thing. It means you have a place you really love."

This made Marci feel a little better. In the afternoon, he wrote a letter to his family on a large yellow leaf. In the evening, before going to bed, he looked at the stars and imagined that his mother was looking at the same sky.

As the days passed, the homesickness did not completely go away, but it was no longer so difficult. Marci learned that it was possible to discover new places and think fondly of home at the same time.

At the end of the trip, when they got home, he was happy. But he was even happier that he hadn't run away home, but had learned that home is in his heart, wherever he goes.

Makk Marci moved on, curious about the world. He already knew that **homesickness is not a weakness – but a reminder of love.**

What constitutes a crisis situation?

A crisis situation is any situation in which a student:

- **appears emotionally uncontrollable** (crying, panic, outbursts of anger)
- **poses a threat to others or themselves**
- **is persistently isolated and does not communicate**
- **makes statements** that may indicate self-harm or suicidal thoughts

5-step crisis protocol:

1. Safety and observation

- Remove the student from the situation (e.g. separate them from the group, take them to a quiet place)
- Make sure they are **physically safe** (they do not have any dangerous objects, they do not want to run away, etc.)
- If necessary, ask another teacher **for help**; do not remain alone if the situation is serious

What to observe: What is their emotional state? (crying, shaking, anger, apathy), Can they communicate with you? Are they threatening others or themselves?

2. Connection, emotional support

- Remain **calm, empathetic, but firm.**
- Use simple, reassuring phrases: 'I'm here to help', 'I can see that this is very difficult for you right now', 'You are not alone in this, we will solve it together'.

Do not judge their behaviour! ("Don't be silly!", "It's nothing...") → this blocks the path to help.

3. Emotional stabilisation

- Give them time, let them cry, sit down, breathe
- Teach them simple breathing exercises: "Take a deep breath... let's count together: 1... 2... 3... and out. 1... 2... 3... 4... 5" – always exhale more slowly!

4. Conversation – once they are more stable

- Ask gently, using open questions: "Would you like to tell me what happened?", "What is bothering you the most right now?"
- Listen to them, do not interrupt!
- Do not try to solve the problem immediately – just **be there for them and listen!**

If someone talks about self-harm, abuse or problems at home: take note of their words, but **do not promise confidentiality** if they are in danger.

5. Moving on and following up

- Agree on a time for the next conversation: "We can talk about it again this evening, OK?"
- In more serious cases: **contact the parent or school psychologist**

Follow-up tasks

Dealing with homesickness

1. Which symptom is NOT characteristic of homesickness in 6–12-year-olds?
 - A) Stomach ache
 - B) Withdrawal
 - C) Irritability
 - D) Crying
2. Why might it be helpful for children to bring a soft toy or blanket from home?
 - A) Because they can show it to others
 - B) Because it keeps them occupied
 - C) Because it makes them feel secure
 - D) Because it helps them sleep better
3. What is the purpose of the "Feeling Map" exercise before departure?
 - A) To draw
 - B) To make them aware of their feelings
 - C) So that their parents can see
 - D) To distract them
4. What is the essence of the "magic word"?

- A) A game taught by the teacher
 - B) A positive phrase that the child repeats when they feel homesick
 - C) A dance
 - D) A favourite word that they shout
5. Which symptom is common in adolescents when they are homesick?
- A) Constant crying
 - B) Drawing
 - C) Irritability
 - D) Asking to hold hands
6. What is the essence of a "mental survival kit"?
- A) A physical package that is brought
 - B) A humorous survival kit
 - C) A pre-planned toolkit for difficult situations
 - D) An evening game
7. What characterises homesickness in adolescents?
- A) Childish behaviour
 - B) A hidden sense of loss, tied to their environment
 - C) Constant crying
 - D) Poor eating habits

8. Why is it beneficial to establish "mentor pairs" for adolescents?

- A) So that there is someone to tell them what to do
- B) So that they do not rely solely on the teacher
- C) So that they talk more
- D) Because it makes time pass more quickly

Correct answers: C, C, B, B, C, C, B, B

The most common problems that occur during adolescence when travelling

1. Which statement is true about adolescents' risk-seeking behavior?

- a) It is usually based on conscious, premeditated decisions
- b) It rarely causes problems during school trips
- c) It is a natural part of development, but can pose a risk
- d) It only occurs in those who have a problematic family background

2. What can be part of effective prevention before a trip or camp?

- a) Detailed explanation of the rules, joint discussion of the risks
- b) Handing out written rules without discussion
- c) Complete disregard for risky behavior
- d) Gathering information only from the class teacher

Correct answers: c, a

Risk-seeking behaviour

Match the categories of risk-seeking behaviour with the corresponding examples!

Behaviour type	Example
A. Physical risk-taking	1. Reckless stunts, fighting
B. Substance abuse	2. Experimenting with alcohol, excessive consumption of energy drinks
C. Social-emotional risk	3. Dangerous challenges on social media
D. Self-harming behaviour	4. Intentional starvation, self-harm

Solution: A – 1 B – 2 C – 3 D – 4

Teachers' emotional regulation

Technique	Characteristic
A. 4-7-8 breathing technique	1. Inhale for 4 seconds, hold for 7 seconds, exhale for 8 seconds
B. "3 good things" exercise	2. Awareness of positive events at the end of the day
C. STOP technique	3. Stop – breathe – observe – respond consciously
D. 4 senses exercise	4. Mindful presence with focus on attention

Solution: A – 1 B – 2 C – 3 D – 4

Put the steps of the STOP technique in chronological order!
A) Take a deep breath!
B) Respond with a conscious decision!
C) Pause for a moment!
D) Observe your feelings and thoughts!

Correct order: C)A)D)B)

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