



PedPilots - Self-regulated Learning Guide for Educators

2024-1-HU01-KA220-SCH-000250549



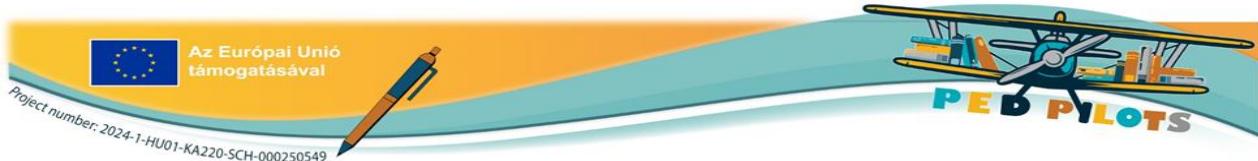
**Funded by
the European Union**

PedPilots - "Training for accompanying teachers"

Teaching unit 6.

How to avoid panic – stress management

EN



"Funded by the European Union. The information and statements contained herein represent the views of the author(s) and do not necessarily reflect the official opinion of the European Union or the Tempus Public Foundation. Neither the European Union nor the funding authority can be held responsible for them."

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>

6. How to avoid panic – stress management

Introduction

This teaching unit focuses on stress management for trip organisers. Some trips and excursions are not immune to health problems, financial and organisational "emergencies", which is why most teachers shy away from the tasks of organising and running trips. Presumably, those who take on this multifaceted and difficult task are already more stress-resistant and resilient than their colleagues, but we believe that we can help them to map their own stress tolerance and develop their stress management skills.

Objectives

With this course, we want to help those who organise trips and excursions to identify their own stressors, gain insight into their mental and physical processes, and consciously choose from among the coping strategies they have learned. Our goal is that by mastering the course material, the number of stressful situations will decrease and panic will never break out!

Organisational and logistical skills

- Team selection and coordination → decision-making skills, delegation, crisis management
- Handling travel, accommodation and meal issues → problem solving, planning, flexibility

Emotional and motivational support for students and teachers

- Age-specific motivation and mood factors → empathy, psychological sensitivity
- Teacher emotional regulation and teaching it → self-awareness, emotional intelligence, stress management

Safety and emergency skills

- Managing emergency lists and parental relations → communication skills, quick decision-making

- Health, financial and organisational emergency management → crisis management, practical problem solving

Conflict management and group dynamics competencies

- Conflict levels and resolution strategies → mediation skills, communication techniques, decision-making

Follow-up work and reflective skills

- Developing a reflective approach (processing the question "Why was it worth it?") → critical thinking, evaluation skills

Time allocated to the teaching unit

90 minutes

Learning outcomes

Development of teaching competences

- Planning pedagogical processes, self-reflection related to their implementation (differentiation to promote optimal development, motivation, extracurricular activities)
- Personal development, individual treatment (BTMN, SNI, complex personal development, conscious application of pedagogical-psychological methods)
- Development of groups and communities (openness, creating opportunities, developing a culture of reasoning, mutual respect, acceptance, cooperation)
- Communication, conflict management (cooperation, problem solving, maintaining relationships, compliance with regulations, authentic communication, accepting feedback, ability to persuade and be persuaded)
- Commitment and professional responsibility for professional development (self-reflection, cooperation with other parties, professional cooperation, future plans)

Through practical exercises

Unexpected things always happen during an excursion or trip, but how we react to them matters. Stress is a part of life, it cannot be avoided, and stress management cannot be done on command, but it can be learned and developed. In this course, we can learn about stress, its effects, and ways to manage it. In developing the course, we used the YouTube content of psychologist Orsolya Billay. Thank you to the author!

In the following, we will learn about some basic theoretical concepts.

There are two types of stress: eustress (good stress, stress z, which we experience when we win the lottery or when our grandchild is born) and distress (bad stress, caused by, for example, an accident, an argument, criticism or a tragedy). In the following, stress refers to distress, and in the context of excursions, typically acute distress.

Stressors are stimuli that cause stress. A stressor causes us stress depending on how dangerous we perceive it to be and how much we feel that we are unable or incapable of coping with it.

The evolutionary stress response in all humans is "fight or flight" (according to some studies, "fight or flight or freeze"), which was originally our ancestors' response to their environment, as they either killed or ran away from wild animals when they encountered them. Any unfamiliar situation triggers this ancient stress response in the brain because it can save energy by following a familiar pattern.

Therefore, if we want to change a stress response, we need to gradually familiarise ourselves with the situation. Stress relief is therefore a fundamental and learnable task.

The psychologist discusses the above in more detail in the following video...

https://www.youtube.com/watch?v=i-3M7pRlc3g&list=PLT8rXeIt9RcPg1QGJlHSjhMYRKqaK2X0&index=15&ab_channel=MariPraxisk%C3%B6z%C3%A9sz%C3%A9ss%C3%A9g

... and the trainer

https://www.youtube.com/watch?v=63cTohH77Bg&list=TLPOQMjkwNTIwMjWCPOy3pjo9Cw&index=1&ab_channel=Kasz%C3%A1s%C3%A8s%C3%A9g

Task 1

After watching the lecture excerpt, think about what your individual stressors are! Think about what your family members, close friends, colleagues, or perhaps your students would say about this!

The categories listed below will help you identify your stressors:

- Locations, physical conditions
- Colours, smells, moods
- Sound effects
- Phrases
- Situations
- People, types of people
- Human expressions, behaviours, actions
- Animals
- Objects, tools

What is the point of knowing this?

- Prevention: we recognise and deal with sources of stress more consciously. We can prepare for them or avoid them.
- Conscious reaction: enables us to handle situations more calmly, thus avoiding automatic reactions.
- Self-awareness: we understand ourselves and our limits better, and problem solving can become more targeted.
- Development: we can learn new coping strategies and become more resilient to challenges.

Task 2

During a trip or excursion, many situations arise that cause stress for most of us. Identifying these is the first step in effective stress management. Below are the most common stressors. Add your own stressors to the list!

- health problem/accident
- losing someone or something
- unable to carry out a plan due to an unexpected situation
- Accommodation, travel, or meal issues
- behavioural problems
- other, for example _____

Our brain decides which of these causes the most stress to an individual by weighing up the following factors:

1. **Influenceability:** the less influence we have over something, the more stress it can cause.
2. **Predictability:** the less predictable something is, the more stressful it is.
3. When we feel that the situation is **beyond our control.**

Decide which of the three factors listed above is most dominant in the following situations.
Write the numbers in the boxes.

- A) We are walking along the most beautiful canopy walkway in the country when a hailstorm suddenly begins.
- B) We are in England with the group, and our bus is stuck in traffic on the way to the airport.
- C) One of the children is unexpectedly taken to the emergency room with symptoms of poisoning. With your basic knowledge of English, you have to tell the local Italian doctor what they had for dinner at the "Seafood" pizzeria.

Task 3

How stressful is your life?

If you found any of the previous tasks difficult, or if you have a lot of stress in your everyday life, it is worth keeping a stress diary .

In the diary, you can write down the events in your life that caused you stress. Here are a few points to consider:

- Both positive and negative events cause stress.
- Major events are easy to notice, but small things are also important and add up.
- there are situations when we do not recognise that we are under stress
- there are also times when we deny that something is causing us stress
- it is worth identifying the sources of stress, as well as the associated emotions and behaviour patterns, and recording them in a diary

Fill out the Holmes-Rahe Life Events Scale to determine how much stress is threatening your health !

<https://onlinepszichologus.net/test/aktualis-stressz-kerdoiv/>

Stress management techniques

Now that we have examined how we deal with stress, here are some techniques we can practise, and remember, improvement is possible!

- FILÉ
- COGNITIVE PROCESS
- FOUR "A"S

STRESS MANAGEMENT TECHNIQUES: FOUR "A"S

Ways of coping with stress can be divided into four main groups (based on their English names), which have been given the name the FOUR "A" method:

Avoidance

- actually avoiding people
- saying no
- priority list

Alter

- change the environment (this can be physical or even related to communication)
- communicate with messages communicate You can learn about assertive communication in Unit 2.
- better time management

Acceptance

- sharing with someone
- Forgiveness
- Positive self-talk
- making mistakes = learning

Adapt

- observing from a broader perspective
- (recognising negative, stressful thoughts and stopping them with a word or sign of your own – this word could be "STOP", for example)
- (looking at the stressful situation from a different angle, seeking a more constructive approach)
- mantra (a short sentence or expression recited aloud or thought as an internal monologue in a stressful situation)
- collecting the positive things in our lives

The following videos provide a more detailed explanation of the elements of the "FOUR A's"

https://www.youtube.com/watch?v=2PwnK8ucm14&list=PLT8rXeIt9RcPg1QGJlHSjhMYRKqaK2X0&index=12&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g

https://www.youtube.com/watch?v=6ma9TdCTL0Y&list=PLT8rXeIt9RcPg1QGJlHSjhMYRKqaK2X0&index=14&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g

https://www.youtube.com/watch?v=6ma9TdCTL0Y&list=PLT8rXeIt9RcPg1QGJlHSjhMYRKqaK2X0&index=14&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g

Task 4

Below are descriptions of several stress reactions. Determine which category of the "FOUR

A's" they fall into! Of course, there is not just one correct answer, but try to find the most common or most effective solution!

- I am not taking Pisti, who set fire to his classmate's hair this school year, on the trip.
- The children don't have money for the trip, so we choose the cheapest option, which is to travel by train with a national pass, without changing trains (so we don't have to worry about connections).
- My colleague said she would come with me on the trip if she could bring her new boyfriend. I said no!
- First, we pack our suitcases and load them onto the bus. If there is time, we can pop into the corner shop to buy some snacks for the journey home.
- Last year, the bus driver grumbled about us listening to music, so this year I asked the company for a different driver.
- I told the group members that I find it unpleasant when they behave inappropriately in restaurants. They are old enough to know the rules of coexistence.
- This year, I planned fewer activities for the trip so that we wouldn't miss any of them and would have time to talk.
- At the parents' meeting before the trip, I told the parents about my concerns regarding smoking and phone use, the rules and the consequences.
- Last year, Zolika broke the door of a cupboard at the ski camp. I trust that he has learned from his mistake and I will take him again this year.
- I always think that everything went well on last year's trip, so it will be the same this year.
- I keep telling myself, "You can do it, Gabi!"
- When I retire, I will remember it as a funny story that Józsi and his friends learned on this trip that you shouldn't drink too many different types of alcohol.

- When I think about how it's definitely going to rain on tomorrow's big hike, I always say to myself, "Relax, just focus on everything going well."
- Until now, I thought of the trip as a supplement to my studies, but if I think of it as a team-building trip, then it wasn't so bad after all.

Task 5

We cannot completely eliminate stressful situations when travelling, but we can take some preparatory steps to make solving certain unexpected situations less stressful.

Here are some ideas for lists we can make before travelling to reduce stress factors:

- information for students and parents about dangerous situations (in the forest, in the city, at the beach, etc.)
- Agree on signals, central meeting points, and a standard approach to problem solving (if you don't understand something, if you run out of money, if you get separated from the group, etc.)
- a collection of possible unexpected situations and their solutions for group leaders
- List of places, people and telephone numbers that can help us (accommodation provider, main organiser, parents, hospital, embassy, etc.)
- unexpected situations involving students with special needs

The list is not exhaustive and can be supplemented and continued, as the "stress factor" 😊 is very unique and is significantly influenced by the group, the location, the time, the programme and the stress tolerance of the accompanying persons. Add another item to the above list or refine it to suit your own planned trip!

FILÉ METHOD - OR IS EVERYTHING DECIDED IN THE HEAD?

Task 6

Recall a stressful situation from the recent past or your current situation, then answer the following questions!

- Is this problem, this issue, important to me? YES/NO
- Are my feelings and thoughts about the situation justified? YES/NO
- Can the situation be influenced positively? YES/NO
- Is it worth doing something about it? YES/NO

If the answer to all of these questions is YES, then you need to do something about the situation and look for a solution!

If the answer to even one question is NO, then look for the solution within yourself. You do not need to resolve the situation, but rather reduce your concerns and tensions related to it!

Task 7

Stress can also be caused by trying to resolve a situation that depends partly or entirely on external factors. Sometimes the best way to deal with a difficult situation is to clarify for yourself how much of the solution is in your hands! This is the subject of the following task .

In this exercise, we ask you to recall a stressful situation. Let it be a difficult situation you experienced on your last trip. Think about the percentage of how much the solution to the situation depended on you (even if the solution was not satisfactory in the end) and how much it depended on external circumstances (the weather, your colleagues, logistical parameters, the students).

Find the row in the table that corresponds to the percentage, then think about whether you felt the same way about the stressful situation as described in column 2.

Dependency on Me	Action / Conclusion
Only and exclusively the solution of the given problem depends on me (100%).	I will do everything to solve the problem.
The solution of the situation partly depends on me (e.g., 20% – 80%, 50% – 50%).	I will put in 100% of the part that depends on me. If we have done everything on our part that is under our influence, then we can rest assured that we could not do more, and there is nothing to stress about anymore.
The solution of the situation does not depend on me at all (0%).	The only thing we can do is let go of this situation.

The link below provides more detailed information on the stress management methods described.

https://www.youtube.com/watch?v=4nFbjOI2V2k&list=PLT8rXeIt9RcPg1QGJJlHSjhMYRKqaK2X0&index=13&ab_channel=MarikPraxisk%C3%B6z%C3%A9ss%C3%A9g

Summary

How can we take preventive measures to reduce stress factors so that panic does not break out?

- We recognise and map our own stressors and the corresponding responses.
- Slowly but consistently, we try to change those reactions that are inappropriate, unacceptable to us or the outside world, or useless (e.g. we relieve tension by

swearing and shouting).

- We develop our own stress relief technique(s) that we can use in any situation.
- We learn about and use stress management techniques. The link below provides more detailed information about the stress management methods described in the course material.

https://www.youtube.com/watch?v=4nFbjOI2V2k&list=PLT8rXeIt9RcPg1QGJlHSjhMYRKqaK2X0&index=13&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g

- We think ahead about what situations may arise and prepare for them as best we can, whether physically, mentally or in terms of communication.
- We accept that stress is part of our work, but by understanding the processes going on inside us, we try to reduce its physical and mental harm.

Supporting materials

The automatic responses triggered by stress reactions are based on the triangle of experience-identification:

https://www.youtube.com/watch?v=irUwFE91EKU&ab_channel=OrganikusPedag%C3%B3gia-P%C3%A9csitahivatalos

Resilience – the science of survival

https://www.youtube.com/watch?v=foGJvZiAfL0&t=186s&ab_channel=Csak15perc-motiv%C3%A1ci%C3%B3Csiker%2Cmenedzserk%C3%B6nyvek

The biological effects of stress

https://www.youtube.com/watch?v=j35k5GuBwYg&ab_channel=ScienceABC

Automatic stress reactions

https://www.youtube.com/watch?v=s_B0s1JvwIM&list=TLPOQMjkwNTIwMjWCP0y3pjo9Cw&index=2&ab_channel=Kasz%C3%A1s%C3%81gnes

Check task

Decide which of the following statements is false!

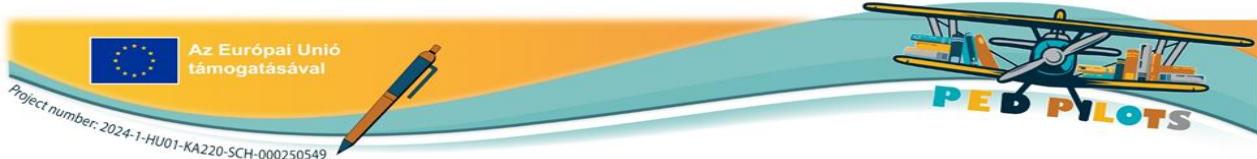
- Generally, the less we can predict or influence a given situation, the more stress it causes.
- There is also beneficial stress, which we can use to our advantage in competitive situations.
- Dealing with stressful situations can be learned and developed.
- The "fight or flight" response is an automatic coping mechanism that has now disappeared from human behaviour.

(Solution: the last one is false)

Sources

Marik Praxisközösség YouTube

https://www.youtube.com/watch?v=i-3M7pRlc3g&list=PLT8rXeIt9RcPg1QGJlHSjhMYRKqaK2X0&index=15&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g



https://www.youtube.com/watch?v=4nFbjOI2V2k&list=PLT8rXeIt9RcPg1QGJJlHSjhMYRKqaK2X0&index=13&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g

https://www.youtube.com/watch?v=2PwnK8ucm14&list=PLT8rXeIt9RcPg1QGJJlHSjhMYRKqaK2X0&index=12&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g

https://www.youtube.com/watch?v=6ma9TdCTL0Y&list=PLT8rXeIt9RcPg1QGJJlHSjhMYRKqaK2X0&index=14&ab_channel=MarikPraxisk%C3%B6z%C3%B6ss%C3%A9g

Stress scale

<https://pszichofilter.hu/a-holmes-rahe-eletesemeny-stressz-skala/>

<https://onlinepszichologus.net/test/aktualis-stressz-kerdoiv/>