



"Preventing teachers' burnout in primary schools"
2023-1-PL01-KA210-SCH-000152158



Training: "How to recognize and manage emotions? "
Materials developed as part of the project:
"Preventing Teachers' Burnout in Primary Schools"



I. Presentation

for the trainer providing training support to prevent teacher burnout

Training objective:

- To support the psychological and pedagogical competencies of training participants in the area of preventing burnout.
- To introduce participants to practical methods for recognizing and managing their own emotions.

Specific objectives:

- Reminder of the concept of Emotional Intelligence, which is key to managing emotions.
- Understanding the nature of emotions – what emotions are, their types, and functions.
- Recognizing emotions – how to effectively identify one's own and others' emotions.
- Managing emotions – skills for controlling emotions in difficult situations and minimizing their negative impact.
- Application of emotional skills in practice – burnout prevention.

Training target group:

Primary school teachers

Training description:

- The training is intended for a group of 15 teachers
- Duration 4 hours (45 min each)
- Divided into 4 modules:
 - introduction to emotions
 - recognizing emotions
 - managing emotions
 - emotions in relationships

Training program:

Recognizing the needs and expectations of training participants

Module 1: Introduction to emotions

Emotional intelligence – description of areas

What are emotions? - a short theoretical introduction – emotions and our psyche and body.

Functions of emotions – how emotions help us survive and adapt to the environment.

Types of emotions – basic/primary emotions? /(joy, sadness, anger, fear, disgust) and complex emotions.

Training program

Module 2:

Recognizing Emotions Emotion Signals – how to recognize emotions based on physical and mental signals. Practical Exercises – identifying emotions in different situations, both your own and those of others. Analyzing your own emotions – introspection and an emotion journal as tools for everyday use.

Module 3:

Managing Emotions Emotion Regulation Strategies – discussing techniques such as: Breathing and Relaxation – how breathing affects our emotional response. Cognitive Techniques – how to change thoughts to influence emotions. Distraction and Reframing the Situation – practical techniques to change perspective. Practical Exercises – implementing emotion regulation strategies in different scenarios

Training program

Module 4:

Emotions in Relationships Empathy and its importance – how to understand and respond to the emotions of others.

Emotional communication – how to express emotions without hurting others and understand other people's reactions.

Conflict resolution skills – dealing with emotions in difficult interpersonal situations

Training effects:

After completing the training, participants will:

- understand their own emotions and be able to identify them.
- manage emotions, even in difficult situations.
- build better relationships through the ability to empathetically respond to the emotions of others.
- have the ability to use emotion management techniques in everyday and professional life.

Training methods:

- lecture and presentation - theoretical introduction and discussion of strategies for dealing with emotions
- individual and group exercises - working with emotions through practical tasks and simulations
- interactive workshops - group activities aimed at jointly searching for solutions and exchanging experiences
- discussion - questions and answers with the trainer, allowing for a deeper understanding of the topic

Tips for the trainer:

The training is intended for primary school teachers who want to improve their mental well-being and build better relationships, and more effectively cope with stress and tension, and thus counteract burnout. Managing emotions is the key to healthy functioning in every area of life - from personal relationships to professional challenges.

The presentation, which is part of the training materials, contains content for working with the training group during the workshops.

a. slide no. 2, 3, 4, 5 can be presented to the group in the form of a lecture explaining the given issues of emotional intelligence or in the form of an exercise. Slide 2 is divided into 3 subgroups, the task of each is to prepare the definition of the concepts from the slide. Then a joint discussion. Then we discuss the next slides 3, 4, 5 in the same way.

Tips for the trainer:

3. In the subsequent modules, the leader models individual exercises with the participants.



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II. Training:

"How to recognize and manage emotions? ?

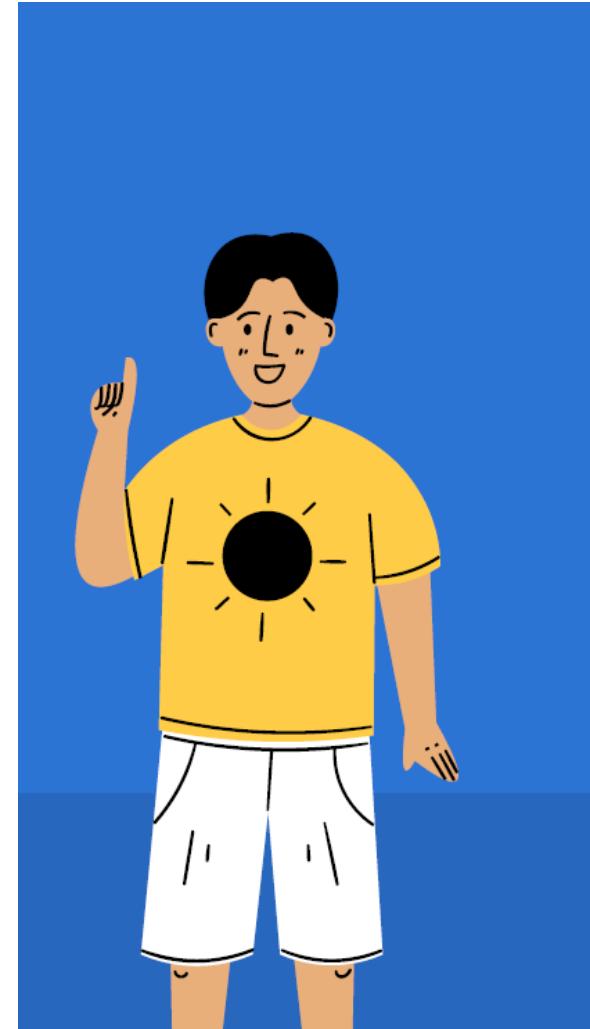


Illustrations: www.canva.com

Emotional intelligence as a definition of 3 areas:



1. the relationship of the individual with himself
2. the relationship with others
3. the attitude towards action and challenges



Psychological competences: - the relationship of an individual with himself

- self-awareness
- self-esteem
- self-control



Social competences - relationships with others

empathy
assertiveness
persuasion
leadership
cooperation



Praxeological competences - attitude to action and challenges

- motivation
- ability
- conscientiousness



What are emotions?

Emotions are mental states, they have different durations. They appear and disappear. They have intensity, which means they can be very gentle or very strong. When they appear, emotions cause changes in:

our physiology

in the body

thinking - cognitive sphere

behavior



All emotions are important and necessary!

- pleasant emotions
- unpleasant emotions



Types of emotions/primary emotions:

- sadness
- anger
- fear
- joy
- disgust
- surprise



Types of emotions/ basic emotions R. Plutchik:

Robert Plutchik distinguished eight basic emotions that create opposing pairs:

joy – sadness,

anger – fear,

disgust – trust,

surprise – expectation



Types of emotions/complex emotions R. Plutchik:

joy and trust are love

surprise and sadness are disappointment

sadness and disgust are regret

disgust and anger are contempt;

expectation and joy are hope

joy and fear are guilt

surprise and disgust are shock

sadness and anger are suffering

fear and sadness are despair

joy and surprise are delight

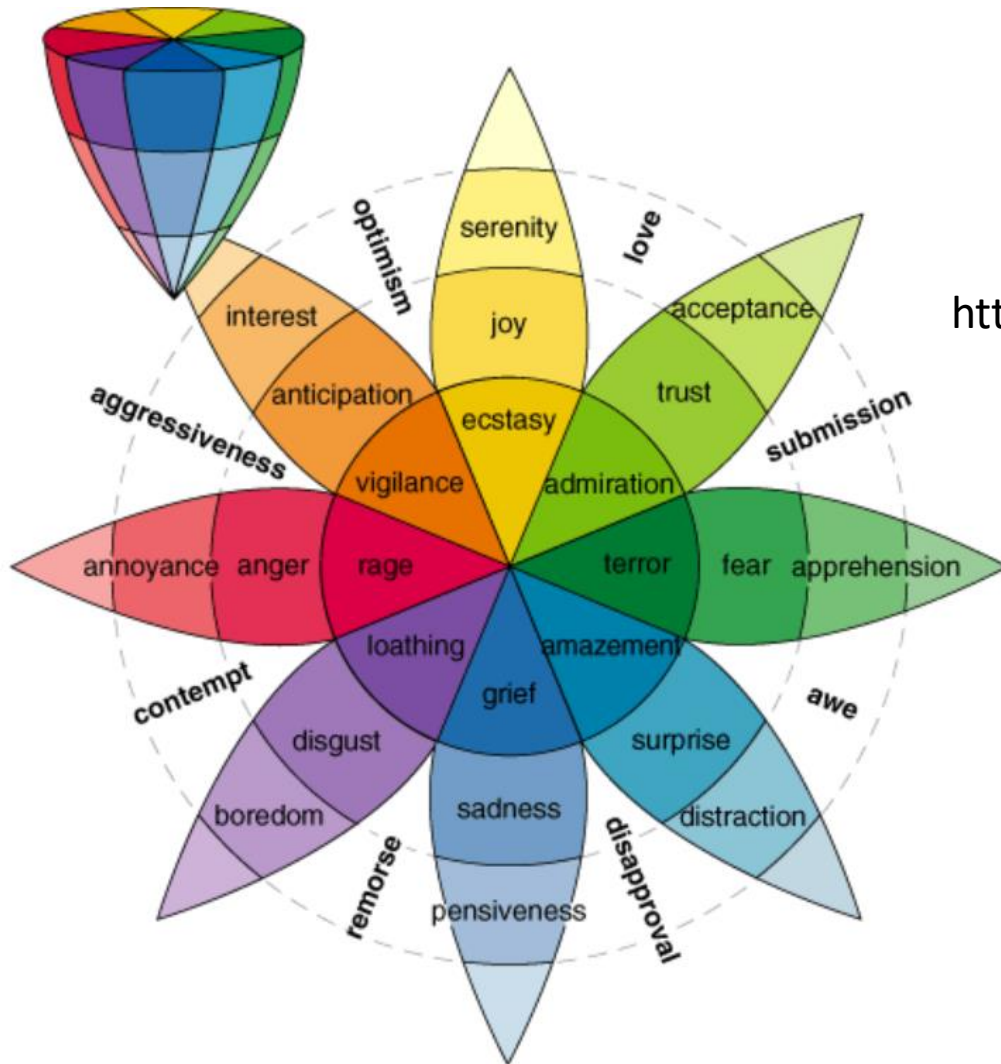
surprise and anger are indignation

fear and disgust are shame

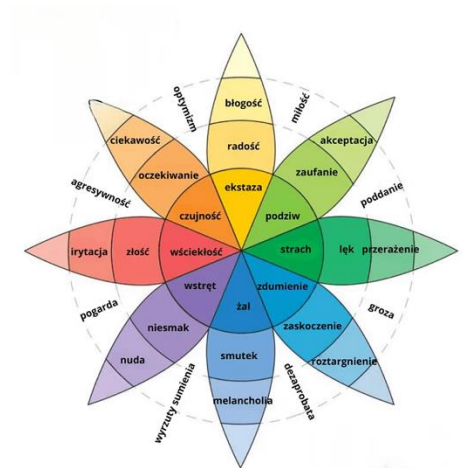
expectation and fear are anxiety



R. Plutchik's Wheel of Emotions



https://pl.wikipedia.org/wiki/Teoria_emocji_Plutchika



Functions of emotions:

- **Fear** informs us that we are in a dangerous situation. Thanks to it, we can avoid threatening factors. Failure to react to this signal can contribute to remaining in a situation of long-term tension, which leads to chronic stress. On the other hand, avoiding situations in which fear can potentially appear hinders development and isolates us from the environment. It can also contribute to the development of anxiety disorders.
- **Anger** indicates that our boundaries have been crossed or that we cannot obtain what is desired for us. Uncontrolled anger leads to manifestations of aggression, and excessively controlled anger leads to suppression of emotions and the formation of resentment.

Functions of emotions:

- **Sadness** informs us about a loss or longing for someone or something. Consciously experienced, it helps to prepare to accept a new reality. Blocking sadness can increase bitterness and avoid situations that remind us of its original sources.
- **Joy** is information that our need has been satisfied. It increases spontaneous actions and liveliness. However, it can cause a decrease in vigilance, criticism, excessive tendency to take risks and lack of insightful logical thinking.

Functions of emotions:

- **Disgust** is designed to distance us from potential poison.
- **Surprise** is a signal that something has happened that we did not plan for.

Recognizing emotions



Exercise

Write down the names of emotions that you know and that come to your mind now.



Types of emotions:

Sadness – lowered corners of the mouth, lowered lower eyelids, downcast gaze, and the gaze itself seems unfocused; eyebrows drooping, and sometimes with a furrowed forehead, their inner side is raised.

Anger – clenched and tense lips, eyebrows pulled down and towards each other and upper eyelids raised, glaring gaze.

Fear – upper eyelids and eyebrows raised very strongly, mouth open or slightly stretched horizontally.

Joy – wrinkles on the outside of the eyes (crow's feet), raised cheeks, visible movement of the muscles around the eyes.

Disgust – upper lip raised, nose wrinkled and nostrils raised.

Emotion management



exercise A

4-7-8 Technique (Controlled Breathing)

Purpose: To help calm emotions such as anger or anxiety through breath control.

1. Find a quiet place and sit comfortably.
 2. Inhale deeply through your nose for 4 seconds.
 3. Hold your breath for 7 seconds.
 4. Exhale through your mouth for 8 seconds.
 5. Repeat 3-4 times, focusing on your breathing and calming your body.
- * Reflect on how your tension level has changed after doing the exercise.

exercise B

Reframing Thoughts

Goal: Identify automatic, negative thoughts and transform them into more constructive ones.

1. Choose a situation that recently triggered unpleasant emotions in you (e.g., fear of a presentation).
2. Write down the thoughts that accompanied you (e.g., "I can't do it").
3. Consider whether these thoughts are actually true and transform them into more supportive thoughts (e.g., "I prepared well, I can do my best").

* Notice how your attitude changes after reframing the thought.

exercise C

Gratitude and Positive Reframing

Goal: Develop a positive approach to difficult situations through gratitude.

1. Choose a difficult situation that you have recently faced.
2. Think about what positive aspects or lessons you can learn from it.
3. Write down what you can be grateful for despite the difficulties (e.g., "Thanks to this situation, I learned something new about myself").

* See how your attitude towards this situation changes thanks to gratitude and a positive attitude.

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STOP Technique

Goal: Stopping and calming emotions in a crisis situation.

1. S – Stop. Refrain from reacting immediately.
2. T – Take a deep breath.
3. O – Observe. Identify the emotions that arise in you.
4. P – Think and make a conscious decision.

*Analyze how using this technique affected your reaction and how you felt after using it.

exercise E

Emotion scale

Goal: Monitor the intensity of emotions in order to manage them more easily.

1. Consider what emotion is dominant at the moment (e.g. sadness, anger, anxiety).
2. Rate the intensity of this emotion on a scale of 1 to 10.
3. Choose a regulatory technique (e.g. breathing, reframing thoughts) and use it.
4. Rate the intensity of the emotion again after a few minutes.

*Notice how effective the technique was and how it reduced the intensity of the emotion.

exercise F

Emotional insight with an emotion journal

Goal: Identify emotional patterns and their sources.

1. Keep an emotional journal for a week. Write down situations, the emotions they triggered, and your reactions.
2. After the week is over, analyze the entries to see if there are any recurring emotional patterns.
3. Consider what situations most often trigger difficult emotions and what regulation techniques might be effective in these cases.

* The journal can help you better understand your emotions and prepare for them in the future.

Emotions in relationships



exercise

Role play - training in empathy and reactions to other people's emotions

Goal: Developing the ability to recognize emotions in others and respond with empathy.

1. In pairs or groups, act out roles in which one person expresses a specific emotion (e.g. frustration, worry, joy). The list can be prepared by the leader - participants draw.

2. The other person tries to recognize emotions and respond to them appropriately, using empathetic communication (e.g. "I understand that you may feel...").

* Discuss your impressions of the exercise. What was difficult and what helped you understand the other person's emotions?

Assertive message model:

- my emotions
- behavior facts
- my needs
- requests, expectations



M. Rosenberg – Nonviolent Communication

Communications that block communication:

evaluating,
judging,
advising,
criticizing,
ignoring,
comforting,
belittling,
imposing,
suggesting



Q&A

