

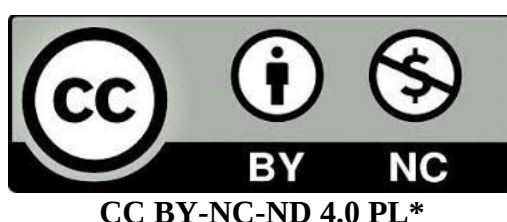


End of Disaster: Undoing Crisis.
Active Tutors Open to Reflective Education

Course Curriculum V1 – ENGLISH**

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More about the project: [Project 2021-1-PL01-KA220-HED-000022919](https://ec.europa.eu/info/funding-opportunities-and-grants-opportunities/project-2021-1-pl01-ka220-hed-000022919_en), Co-funded by EU: Value 202.265,00 €



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** This report is also available in English (V1), Croat (V4), Dutch (V3), French (V5), German (V2), Polish(V6) and Romanian (V7).

This course curriculum proposal was created by the project team of EDUCATORE led by Prof. dr hab. Anna Odrowaz-Coates with the PMU comprising of: Lieve Bradt, Julien Kiss, Florica Ortan, Anna Perkowska-Klejman, Adrijana Visnic-Jevtic, Visnja Rajic, Rudi Roose, with generous support of project team members listed here: <https://educatore.aps.edu.pl/educatore/team/> To quote please use:

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EDUCATORE Course Curriculum

This is a proposal how a course for increasing personal and group wellbeing may look like. It is based on tools tested during two transnational training events and during the empirical studies, carried out throughout the EDUCATORE project. The programme of this course is not exhaustive and is meant to provide inspiration for other possible variations¹.



Picture 1 Course components – elements that lead to well-being and resilience.

The curriculum consists of 4 elements to work with during the prospective group training. The aim of the training is to enhance well-being in education.

Elements dependent mostly on us individually

- self-awareness
- reflectivity
- empathy
- coping with stress and relaxation techniques

¹ This is a proposed curriculum scenario for a short course proposal for the enhancement of well-being. The introduction of the components can be performed differently. Please note that this curriculum highlights the areas of concern, that in our experience foster and boost wellbeing in education and welfare settings and is not exhaustive. It includes ideas and guidelines on what can be used during a 2-3 day workshop. It includes recommended materials, sources, and readings. It is based on what has worked during training events we tested in 2022, post-COVID-19 lockdowns and during the war in Ukraine.

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Further elements such as hope, self-care, embeddedness in the community and potential for volunteering are incorporated within the core 4 elements listed above.

HOPE = Trying to stay positive.

Elements dependent on us and others

- self-care
- volunteering
- community embeddedness

Why staying positive is important?

Multiple studies show that people who expect good things to happen are generally happier and achieve goals more easily. Moreover, in areas of disasters and wars, people with hope and a positive attitude are much more likely to survive the post-event trauma in better shape and with less risk of PTSD². Researchers from Community Stress Prevention Centre in Israel have since the nineteen eighties supported victims of natural disasters and wars and carried out large-scale research into factors of the mental well-being of people in crisis. They found that good relationships and close community contribute to positive mental health post-crisis³. What if we have many problems and many things to worry about?

- Try to stay active – occupy your hands to occupy your mind – **social activities** are better, leave less margin for thinking about problems – Volunteering may be a way to become more embedded into our community.
- If you worry before falling asleep try to make a list of things on paper, try to distract your mind with a visualisation of the pleasant moment and good things to come.

Foster 'OBAMA's attitude' reflected in a simple slogan: "YES WE CAN!"

Martin Seligman in multiple studies proved that optimism and a positive attitude can be learnt. Life optimism, hope may be associated mainly with the names of M. Scheier, Ch. Carver and M. Seligman⁴. These researchers recognized the view that when people are

² Research data by Mooli Lahad 2023 Presented at the Open Lecture at Maria Grzegorzewska University 03.03.2023.

³ Resources: <https://www.hhri.org/hhri-database/>, training: <https://www.icspc.org/en/cspc-disaster-management/>

⁴ Scheier, M. F., Matthews, K. A., Owens, J. F., Schulz, R., Bridges, M. W., Magovern, G. J., & Carver, C. S. (1999). Optimism and rehospitalization after coronary artery bypass graft surgery. *Archives of Internal Medicine*, 159(8), 829–835.

Carver, C. S., Pozo, C., Harris, S. D., Noriega, V., Scheier, M. F., Robinson, D. S., ... Clark, K. C. (1999). How coping mediates the effect of optimism on distress: a study of women with early-stage breast cancer. *Journal of Personality and Social Psychology*, 65(2), 375–390.

Carver, C. S., Scheier, M. F., & Segerstrom, S. C. (2010). Optimism. *Clinical Psychology Review*, 30(7), 879–889.

Seligman, M. E. P. (2007). *The optimistic child: A proven program to safeguard children against depression and build lifelong resilience*. Houghton Mifflin Harcourt.

Seligman, M. E. P. (2006). *Learned optimism: How to change your mind and your life*. Vintage.

Seligman, M. E. P., & Garber, J. (1980). *Human helplessness: Theory and applications*. Academic Press.

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actively trying to solve a problem and encounter an obstacle to achieving a given goal, they consciously or unconsciously engage in certain specific behaviours and expectations. Essential in this situation are expectations about the outcome, which allow you to make assumptions about what will happen as a result of the behaviour so far, if it continues. There are two types of expectations: on the one hand, they can be specific, i.e. referring to one specific situation, on the other hand, they can be generalized. Specific expectations presage specific behaviours, while generalized expectations predict the occurrence of a wide range of various types of reactions and their consequences. According to Seligman, optimistic expectations about the effects of one's own actions and the past allow one to maintain better physical health and subjective well-being. Seligman is a representative of so-called positive psychology, which shows the path to eudaimonic well-being, which is a much earlier concept deriving from ancient Greece. Eudaimonism was the ethical position which claimed that happiness is the highest value and goal of human life. Eudaimonism occurs almost exclusively in the ethical theories of Hellenism and in the Buddhist description of the motive and purpose of living beings.

Faith and religiosity

Although these curriculum ideas are not specific to any faith or personal belief, embracing a positive attitude can also come from spiritual conviction about salvation awaiting us after death. Therefore, religiosity or spirituality may be a source of strength and happiness to those of faith and deep spirituality. Religious communities can also provide support and be the anchors for times of crisis.

Here we can use a task evoking personal reflection on our situation, do we draw strength from the religious community or our faith? It is recommended that this reflection is private. Do not worry if you do not draw strength or a positive attitude from a religion. This is just one of many sources found by researchers as possible paths to well-being.

COURSE GOAL 1

self-awareness

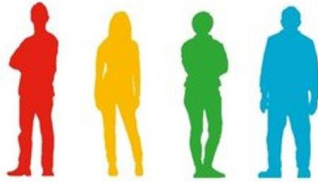
The journey to self-awareness “Get to know yourself first before you can get to know others” (Janusz Korczak 1912)

This book may be helpful (please do not be misguided by the sarcastic title)

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology. An introduction. *American Psychologist*, 55, 5.

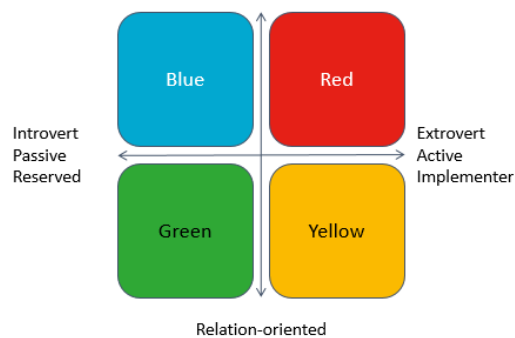
Seligman, M. E. P., & Schulman, P. (1986). Explanatory style as a predictor of productivity and quitting among life insurance agents. *Journal of Personality and Social Psychology*, 50, 832–838.

surrounded by idiots



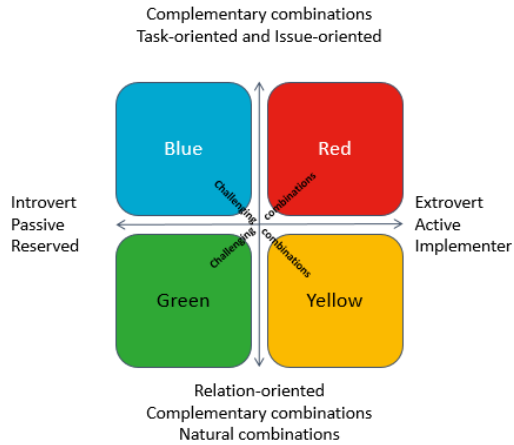
thomas erikson 

Insights from the book are available on the internet and should provide comprehensive tools for self-discovery. Please note this is just one possible approach. One can find an alternative. It is easy to prepare a workshop based on Thomas Erikson, „Surrounded by idiots” due to its straight forward character and simple info graphics. Available here: <https://www.surroundedbyidiots.com/en/books/surrounded-by-idiots/>



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Source: <https://www.surroundedbyidiots.com/en/books/surrounded-by-idiots/>



Source: <https://www.surroundedbyidiots.com/en/books/surrounded-by-idiots/>

RED	YELLOW	GREEN	BLUE
<ul style="list-style-type: none"> Aggressive Ambitious Strong-willed Goal-oriented Pushing Problem-solver Pioneer Decisive Innovator Impatient Controlling Convincing Performance-oriented Powerful Results-oriented Initiator Speed Time keeper Intense Opinionated Straightforward Independent 	<ul style="list-style-type: none"> Talkative Enthusiastic Persuasive Creative Optimistic Social Spontaneous Expressive Charming Full of vitality Self-centered Sensitive Adaptable Inspiring Needs attention Encouraging Communicative Flexible Open Sociable Imagine Easy-going 	<ul style="list-style-type: none"> Patient Relaxed Self-controlled Reliable Composed Loyal Modest Understanding Lengthy Stable Prudent Discrete Supportive Good listener Helpful Producer Persistent Reluctant Thoughtful Conceals feelings Considerate Kind 	<ul style="list-style-type: none"> Conscientious Systematic Distant Correct Conventional Seems insecure Objective Structured Analytical Perfectionist Needs time Reflecting Methodical Seeks facts Quality-oriented Scrutinizes Follows rules Logical Questioning Meticulous Reflecting Reserved
<p>Dominant</p> <p>NEGATIVE</p> <ul style="list-style-type: none"> Pushy Strict Tough Dominant Hard <p>POSITIVE</p> <ul style="list-style-type: none"> Strong-willed Independent Ambitious Determined Affective 	<p>Inspiring</p> <p>NEGATIVE</p> <ul style="list-style-type: none"> Manipulative Hot-tempered Undisciplined Counteractive Egoistic <p>POSITIVE</p> <ul style="list-style-type: none"> Inspiring Stimulating Enthusiastic Dramatic Outgoing 	<p>Stable</p> <p>NEGATIVE</p> <ul style="list-style-type: none"> Stubborn Uncertain Compliant Dependent Awkward <p>POSITIVE</p> <ul style="list-style-type: none"> Supportive Respectful Obliging Reliable Pleasant 	<p>Analytical</p> <p>NEGATIVE</p> <ul style="list-style-type: none"> Critical Indecisive Narrow-minded Fastidious Moralizing <p>POSITIVE</p> <ul style="list-style-type: none"> Diligent Thoughtful Serious/persistent Demanding Methodical



Source: <https://www.surroundedbyidiots.com/en/books/surrounded-by-idiots/>

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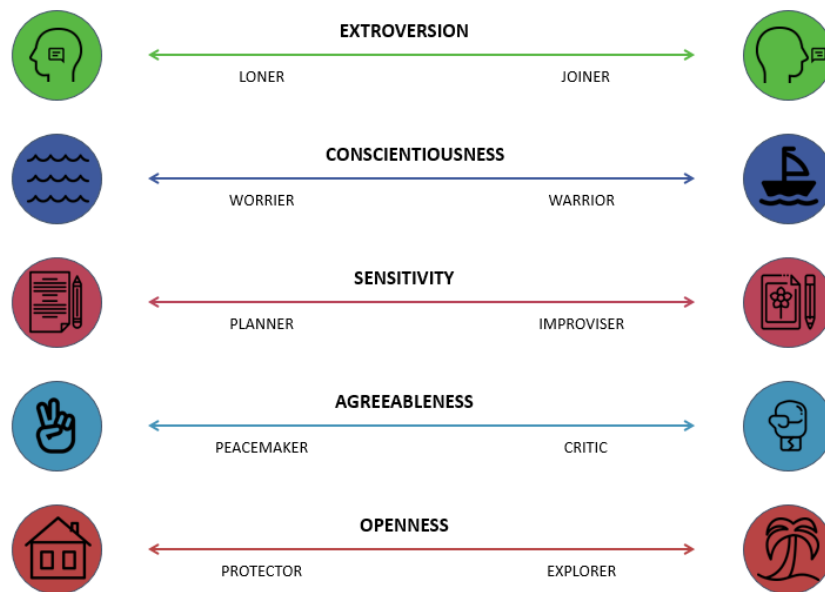
TASKS self-awareness

1.

When you identify which colour you represent, try to understand how others may differ from you. Build on the difference.

2.

Try to analyse your life goals, identify goals or set new goals in long-term and short-term perspective.



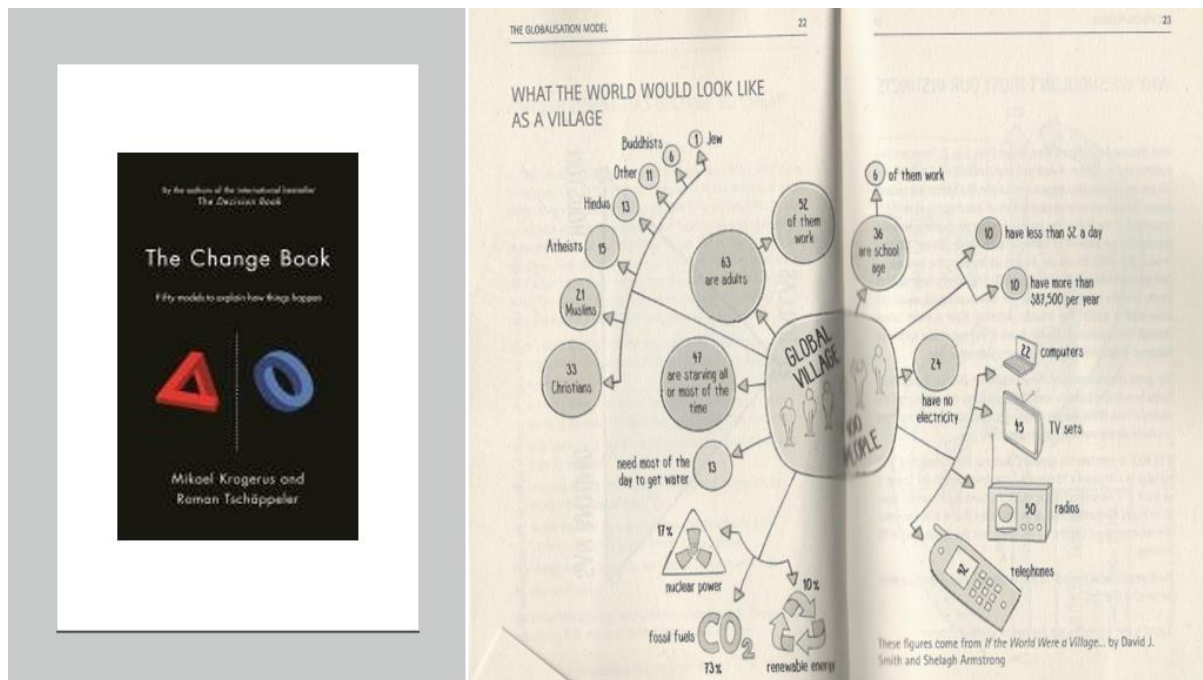
Picture based on the following source: <https://mindapples.org/you/books/mindmanual/>



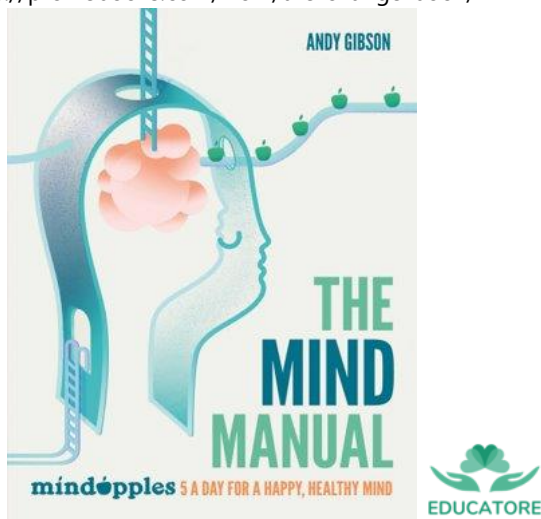
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Source: <https://profilebooks.com/work/the-change-book/>

Putting things into perspective – our relative positioning in space and time
 What matters to me?



Source: <https://profilebooks.com/work/the-change-book/>



Picture source: <https://mindapples.org/you/books/mindmanual/>

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One of the recommendations for the workshop is the simple but poignant guide to serenity called *The mind manual* by Andy Gibson:

<https://mindapples.org/you/books/mindmanual/>

COURSE GOAL 2

Reflectivity

Achieve peace of mind through reflectivity.

Reflect to know your aims, understand others around you, accept what you do not know but stay positive.

TASK 1

Write down: “what are my short term and long term goals? Where do I see myself in 10, 20, 30 years perspective?”

Stay positive.

Follow the dream.

Be realistic in identifying how you can make your dream come true, what steps are necessary to take in order to achieve the goal and start taking little steps towards your goal. If the goal moves in time or changes that is ok. We all learn from experience all our lives.

COURSE GOAL 3

Build empathy! Build community ties! Volunteer if you can!

We also discovered in our study and through other studies⁵, that the frame of reference changes through **empathy**, which may be enhanced by volunteering*.

*Feeling needed, feeling that we belong and keeping our mind busy can prevent negative thoughts and elevate stress. Yet do not overdo it. Everything is good in moderation.

Remember about self-care and know your own time and physical limits. It is ok to give as much as you feel is good for you and for your well-being.

Enhance **social resources and social embeddedness** which may work as protective factors. Community is the answer in moments of personal and general crisis. **Volunteering** may work as community building and enhancing the feeling of belonging. As already mentioned social activity can help to take the mind of worries and problems. Being busy when bad things happen around us is better than being passive (too much time to think may be bad

⁵ Dolan, P. (2022). Social support, empathy, social capital and civic engagement: Intersecting theories for youth development. *Education, Citizenship and Social Justice*, 17(3), 255–267.

<https://doi.org/10.1177/17461979221136368>;

Dolan P, Brady B (2014) *A Guide to Youth Mentoring: Providing Effective Social Support*. London: Jessica Kingsley Publishers.

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for us in times of crisis). A Chinese proverb, tracked down to Confucius may come in handy, it states that: “You cannot prevent birds of sorrow from flying over your head, but you can prevent them from building nests in your hair.”

COURSE GOAL 4

Embrace relaxation techniques and coping with stress mechanisms

If you feel that you may be under too much stress, maybe close to a panic attack, you may try to use these 5 steps of calming yourself down and regaining focus and control:




5 for Managing our Emotions and Reactions During Times of Stress or Crisis


STEPS


Does your heart beat fast in times of stress or crisis?
Does your breathing get shallower? Does your body tremble?
Do you feel confused, disoriented, anxious, panicky or helpless?
These are natural reactions in times of stress. They can be calmed and changed on the spot by taking the following steps:
On a scale of 0-10 what is the degree of tension you feel right now?





If it's above 6 on the scale, follow all the steps. If it's below 6, go straight to steps 4 & 5.

- 

STEP 1 | **The Butterfly Tap:** Cross your arms and tap alternately with open palms 25 times on your upper arms. Take a few breaths and then repeat.
- 

STEP 2 | **Basic Grounding:** Place your feet firmly on the ground. Feel the support of the ground. Now look around you and count ten different objects of the same color and/or then ten different objects of different shape.
- 

STEP 3 | **Self-Soothing and Regulation:** Put one hand on your chest and the other hand on your stomach. Pay attention to your breath. This exercise will stabilize your breath and bring comfort.
- 

STEP 4 | **Discharge:** Notice one sensation at a time. Just be curious, with no judgment and give it time; Release will happen spontaneously as a deep breath, a yawn, trembling, heat, warm sweat, goosebumps, spontaneous laughter or crying.
- 

STEP 5 | **Resources:** Strengthen the sense of calm by thinking of something that makes you feel good, feel stronger or feel calmer. It could be a friend, something you love, an activity, a place, an image or a spiritual entity. Notice the relaxing effect this resource has on you.


Use these tools to calm yourself first and then give support to others. This will enhance coping skills and resiliency and prevent a chain reaction of fear and stress. As you experience the effectiveness of these tools, you can decide whether to use all or some of the steps until you feel relief and a sense of calm.

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Source: <https://emotionaid.com/wp-content/uploads/2023/01/EA-Flayer-5STEPS-English.pdf> [also available in other languages at: <https://emotionaid.com/5-steps-flyers-for-everyone/>]

If you cannot focus on the above tasks yet, try to start with a **breathing tip**: slowly blow the air out as you were to slowly blow into a balloon to fill it with air or if you were to keep a small feather afloat in the air by your blows. Try to blow all the air out from your lungs slowly and repeat a few times until you regain deeper breathing.

Rationalize your anxiety:



WRITING ACTIVITY: COPING WITH STRESS AND ANXIETY

Fear and anxiety about an unknown disease can evoke strong emotions in adults and children. Everyone reacts differently to stressful situations.

Teachers or parents can give the following tasks/ activities for children to work through and challenge their worries.

- 1** Start by practicing some deep breathing. When ready, try to understand your thoughts and feelings.

Write down what you are thinking. You may be having multiple thoughts, write them down. (Hint: Your thought may sound like, "I'm worried that...", "What if...", "How would I...").
- 2** Once you have written down your thoughts, challenge them.

Is this true?
Is this 100% factual?
Has this always been true?
What's the evidence behind this thought?
What's the evidence against this thought?
Has this happened before?
If it did, what happened?
How did I cope with it?
How likely is it that it will actually happen?
- 3** If you cannot let go of your anxiousness, ask yourself:
"Is this worrying helping me?"
Am I able to solve a problem with it?
Am I just stuck because of my worrying?"
- 4** After working through these approaches, try to come to a well-balanced thought. Don't think, "I have asthma, which puts me at a higher risk for COVID-19. So many people with pre-existing medical conditions are suffering from this."

Think, **"I have asthma putting me at a higher risk, but I am also taking all the recommended precautions. I am at home, not interacting with strangers. I have a strong support network. I am taking steps to remain healthy and indoors. It's very likely that I will get through this and be safe."**

Source: UNESCO Minding Our Minds During COVID
<https://unesdoc.unesco.org/ark:/48223/pf0000374578/PDF/374578eng.pdf.multi>

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PTSD treated and untreated lasts approx. 6 years, after that period it leads to depression. In disaster zones it affects 10% of the survivors⁶ and the below factors are protective factors and coping mechanisms.

In studies by Mooli Lahad⁷ a renowned Israeli specialist in trauma therapy, who developed the Integrative Model of Coping and Resiliency called The BASIC Ph model, we found list for victims of crisis as needed by them for supporting their mental health are (in order of frequency):

- calling a friend (87/100),
- praying and relying on religion,
- use of painkillers and other medical remedies,
- humour (50/100),
- avoiding the media as they feed on tragedy and sad stories (30/100),
- and finally moderate use of alcohol and cigarettes (7/100).

Resiliency is the ability of community members to take meaningful and deliberate collective action to remedy the impact of the problem, including the ability to interpret the environment, intervene and move on⁸.

Resilience is also a process linking a set of networked adaptive capacities to a positive trajectory of functioning and adaptation in constituent populations after a disturbance⁹.

You can also build a workshop on the basic PH model of coping and resiliency created by Mooli Lahad and available here: <https://brightontherapypartnership.org.uk/resilience-trauma-basic-ph/>

or in more detail and with research backdrop in this book: Mooli Lahad, Miri Shacham, Ofra Ayalon 2012. *The "Basic PH" Model Of Coping And Resiliency : Theory, Research And Cross-Cultural Application*. London: Jessica Kingsley Publishers. The book provides a guide which abilities one should foster in oneself, the people around them and children. PH stands for physical ways of coping. It provides strategies to activate in times of crisis. PH is also a signifier of ME and the WORLD and where the two interact and intertwine.

⁶ Research data by Mooli Lahad 2023 Presented at the Open Lecture at Maria Grzegorzewska University 03.03.2023.

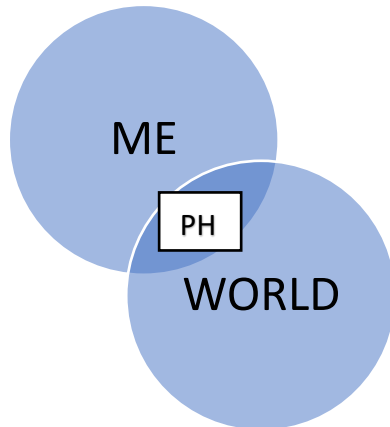
⁷ Lahad, M., Shacham, M., Ayalon, O. (2013). *The "BASIC Ph" Model of Coping and Resiliency: Theory, Research and Cross-Cultural Application*. London and Philadelphia: Jessica Kingsley Publishers

⁸ Pfefferbaum, B. J., Reissman, D. B., Pfefferbaum, R. L., Klomp, R. W., & Gurwitch, R. H. (2007). Building resilience to mass trauma events. In L. S. Doll, S. E. Bonzo, J. A. Mercy, & D. A. Sleet (Eds.), *Handbook of injury and violence prevention* (pp. 347–358). Springer Science + Business Media. https://doi.org/10.1007/978-0-387-29457-5_19

⁹ Norris, F. H., S. P. Stevens, B. Pfefferbaum, K. F. Wyche, and R. L. Pfefferbaum. 2008.

“Community Resilience as a Metaphor, Theory, Set of Capacities, and Strategy for Disaster Readiness.” *American Journal of Community Psychology* 41 (1–2): 127–150. doi:10.1007/s10464-007-9156-6.

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Some more tasks:

SOME SIMPLE ACTIVITIES TO GET CHILDREN OF ALL AGES STARTED ON BEING MINDFUL



Squeeze muscles

Starting at your toes, pick on muscle and squeeze it tight. Count to five. Release, and notice how your body changes. Repeat exercise moving up your body.



Meditation

Sit in a relaxed, comfortable position. Pick something to focus on, like your breath. When your mind wanders, bring your attention back to your breath.



Mindful and healthy eating

Pay attention to the smell, taste and look of your food. No multitasking.



Colouring

Colour something. Focus on the colours and designs. Try different types of paints, canvasses, and styles of paintings.



Blowing bubbles

Notice their shapes, textures and colours.



Listening to music

Plug in your favourite songs or try listening to new genres. Focus on the whole song or listen specifically to the voice or an instrument.

Source: <https://www.futurelearn.com/courses/youth-mental-health-during-covid-19>



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