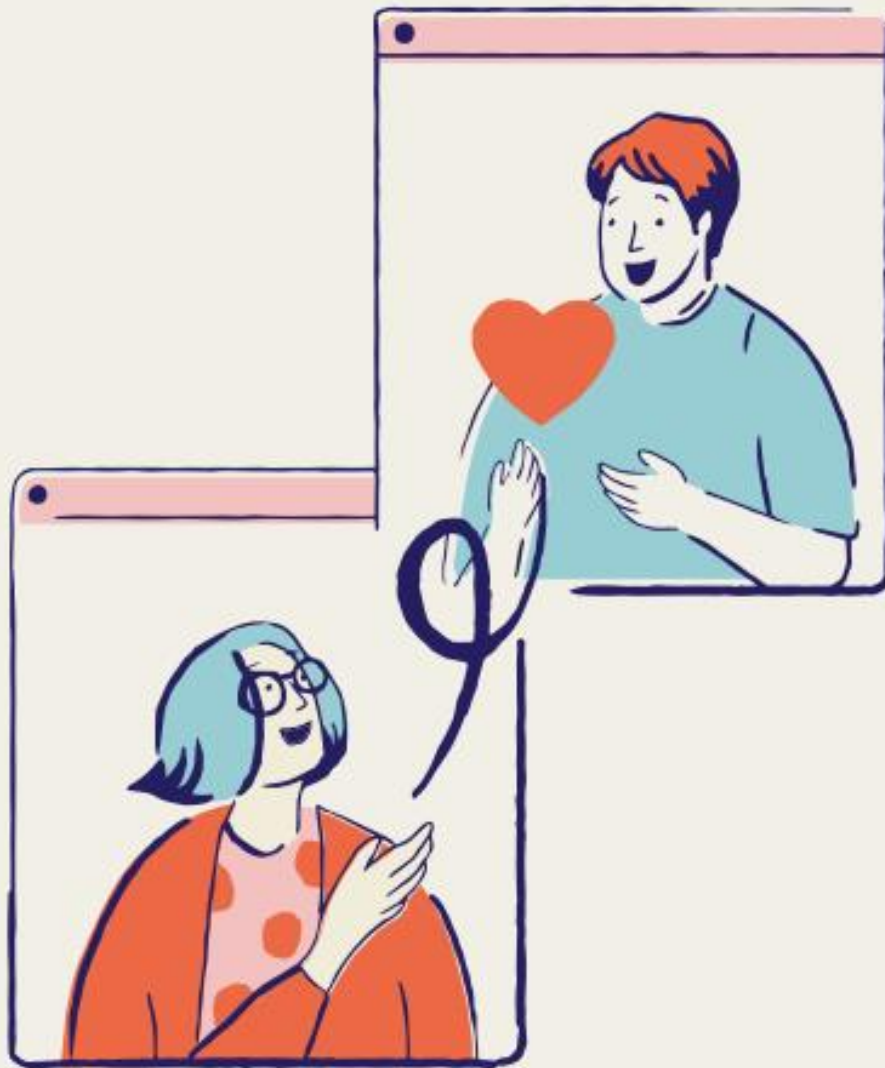


FUNDACIÓN CENTRO SAN JUAN DE JERUSALÉN

SER MAESTRO Y ¿QUIÉN PIENSA EN MÍ?



QUITO-ECUADOR
2020

TEACHER WORKSHOP

THEME: "Being a Teacher: Who Thinks About Me?"

DATE: Thursday, December 3, 2020

TARGET AUDIENCE: Fathers and mothers

Objectives:

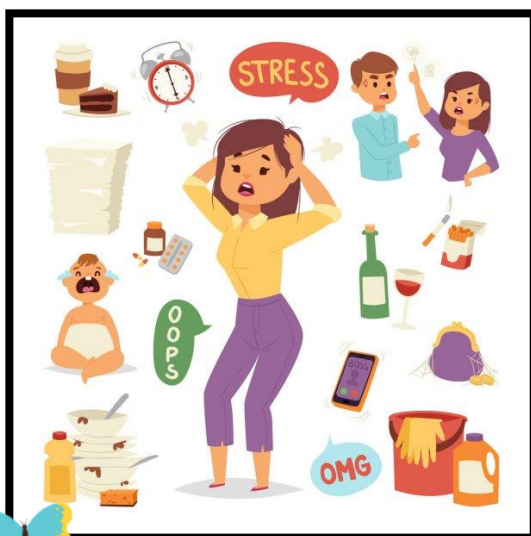
- To encourage teachers to take time for themselves, for self-expression, and spend time with others in the same line of work, during this pandemic, when teachers' participation in online education has become essential.
- To provide stress management strategies, such as breathing, relaxation and manual labour.



1. Introduction

❖ Stress

Stress is a feeling of physical or emotional tension. It can come from any event or thought that makes you feel frustrated, angry or nervous. It's your body's reaction to a challenge or demand.



David says that throughout the pandemic, teachers have been badly affected by the mixing of their work and family lives. Before the lockdown, teachers put in their hours at work and then went home to spend time with their loved ones, but now these roles are fulfilled in the same space, and teachers are no longer able to spend quality time with family or with themselves.

Like in cases when stress helps someone avoid danger or keep to a project deadline; but when stress lasts a long time it can damage health in various ways.

- Types of Stress

- **Acute Stress** This is a short-term stress that disappears quickly. Everyone experiences acute stress at some point.

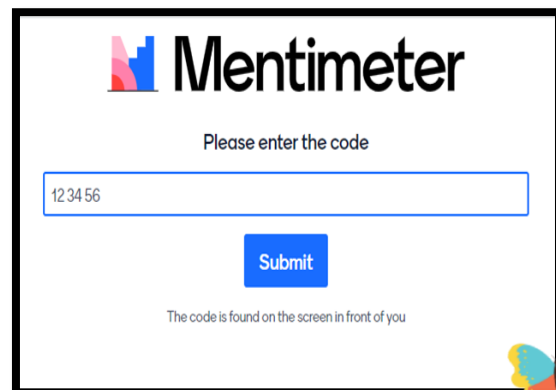
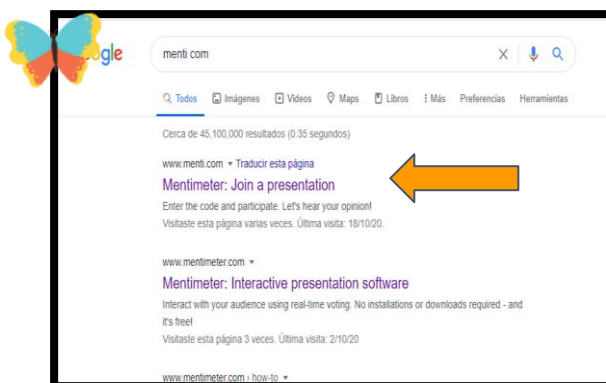


- **Chronic Stress** This stress lasts for a prolonged period of time; any type of stress that continues for weeks or months is considered chronic. People can get so used to chronic stress that they do not recognise it as a problem.

2. Workshop Proceedings

❖ Group Building Tool

In order to build a dynamic, participatory support group, the Foundation's psychology division uses the Mentimeter tool. Participants can enter and respond to questions using a code provided by the facilitator. The answers will later be displayed in groups.

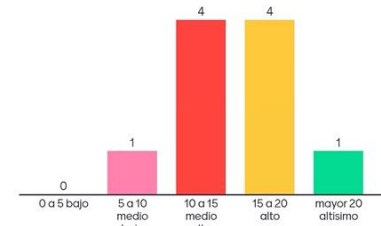


❖ Questions

- **What level of stress am I experiencing?**

Teachers responded that at the time, their stress levels were ranging from medium high to very high. Zero participants said that they did not feel any stress.

¿Qué nivel de ESTRÉS estoy sintiendo?



David mentions the relationship that exists between stress and its manifestations in the body. For instance, when the body feels stressed, the brain is put on alert, and the way the body works changes: one experiences muscular pain or tension, headaches, fatigue, etc.

- **How is stress affecting those around me?**

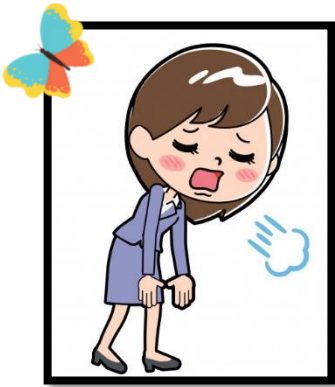
The participants said that stress had led to various consequences in their personal lives and their environment, including:

- Very serious health issues and changes of character.
- Less time spent with family despite their proximity.
- Issues with children feeling neglected, where children suffer, cry, and feel like their parents no longer love them or are tired of them.
- Constant arguments with family members.



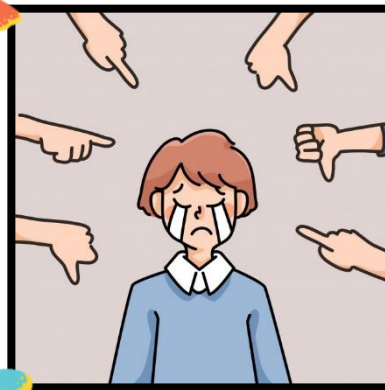
- **How is stress affecting my role as a teacher?**

The most common physical response, which intensifies with time, involves health problems, such as insomnia, tachycardia, anxiety and depression, among others. These discomforts significantly affect one's ability to execute tasks at work. The teachers who participated in this workshop reported the following:



- General fatigue and inability to perform all roles at 100%.
- Anxiety and tension caused by overlapping meetings, classes, and household activities.

- Lack of concentration during curriculum planning, which takes more time as a result.
- Despite the teachers' trying to do their best, be creative and innovative in class, students do not always react in the desired manner.



- Stress due to not being able to work the technology.
- Stress from constantly feeling watched and evaluated by parents and management.
- The restriction on face-to-face contact with children affects the level of teaching and learning.

Carlita says that in very tense circumstances, the best thing to do is learn to calm yourself, and for this, we must first take control of our bodies. Once we do that, our thoughts will become clearer, and our actions more coherent. Practice this constantly so that it becomes a habit.

- **What actions have you taken to control stress?**

The participants shared their strategies for managing and controlling the stress they had felt during the pandemic:

- Dedicating one whole day to curriculum planning and presentations to ease the work load during the week.



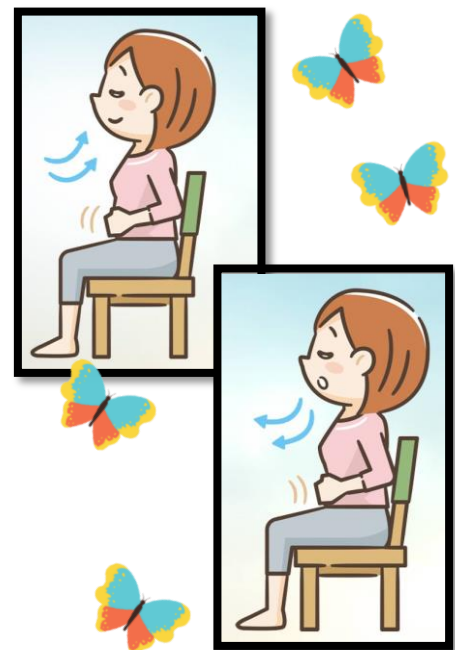
- Organising activities into a structured schedule, taking into account work and home.
- Breathing and finding time for myself.
- Thinking about positive things and practicing yoga.
- Listening to music, singing, and dancing whenever possible, to relax.

3. Stress Management Techniques

- Breathing Techniques

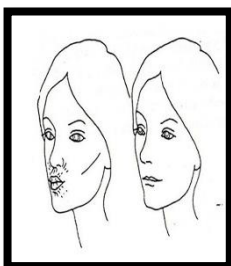
One of the most frequently used relaxation techniques is the already classic progressive muscle relaxation developed by American doctor Edmund Jacobson in 1938. The standard procedure is to start with progressive muscular relaxation and finish with a visualisation strategy that would help maximize mental relaxation.

Progressive muscular relaxation is based on recognising that muscles are tensed up and overstimulated and forcing them to relax. It is called progressive because we gradually learn to relax different muscle groups, even though at the start, we are not aware of the tension they've accumulated.



- Body Relaxation (Relaxation - Tension)

It consists of tensing up and relaxing different muscles, holding both tension and relaxation for 10 to 15 seconds. In this example, we will focus on four muscle groups (head, core, arms and legs):



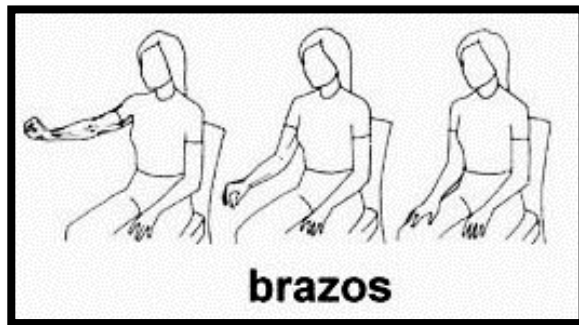
✓ Face

- **Forehead:** Frown each brow, then slowly relax it.
- **Eyes :** Close your eyes, pressing the eyelids together and noticing the tension in them, then relax.
- **Lips and jaw :** Press your lips together and clench your teeth, then relax, leaving your mouth slightly open, unclenching your teeth and relaxing your tongue.



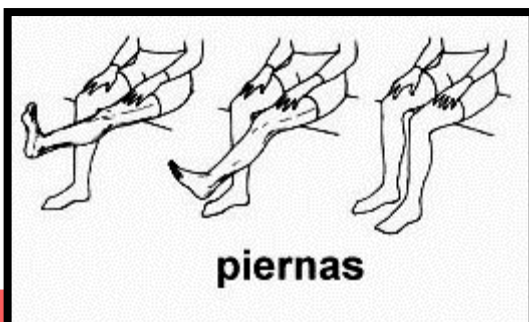
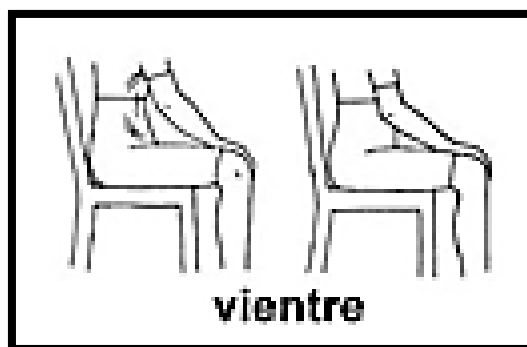
✓ Neck and Shoulders

- **Neck** : Lower your head towards your chest, noticing the tension in the back of your neck. Relax and return your head to the starting position, in alignment with the spine.
- **Shoulders** : Bend forward slightly, bringing your elbows backward, noticing the tension in your back. Relax and return your back to its original position, resting your arms on your legs.
- **Arms and Hands**: With your arms resting on your legs, form fists, observing the tension in your arms, forearms and hands. To relax, open your fists and rest your fingers on your legs.



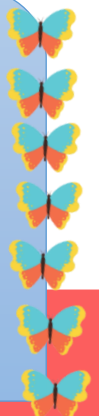
✓ Abdomen

- Tense up your abdominal muscles, "sucking in your belly," and then relax them.



✓ Legs

- Stretch out one leg, lifting your foot and turning it up, bending your toes backwards, noticing the tension throughout your leg: in your backside, thigh, knee, calf and foot. Slowly relax,



bringing your toes forward and lowering your leg until the sole of your foot rests on the floor.

- Repeat with the other leg.

- Mental Relaxation:

The third phase will be focused on calming your mind. It may help to visualise a pleasant scene which prompts different feelings. A good example is to visualise yourself on the beach, imagining the colours, the sound of the waves, the touch of the sand, the smell of the sea, the heat of the sun, and the breeze on your skin.



- Expression (Art - Modelling Clay)

Painting is an activity that encourages interpersonal communication, helps externalise one's emotions, and promotes creativity. Manual activities generally bring our attention to our bodies, placing us in the here and now and leaving worry and anxiety behind.

