

# Guide for Best Practices to Prevent Burnout

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# INTRODUCTION

In a research, the index of teachers was found to be 94 in the occupations index which was exposed to extreme stress from 0 to 100. Improving the working conditions of teachers in the EU (EU 2020 targets) is an important priority to improve the quality of education (Eurydice 2015).

As stated in Appendix 5 of the Erasmus + Guidance, in the research that is named 'Supporting the Teaching Profession for Better Learning Outcomes', the motivation, improving and supporting the teaching profession, reducing the causes of burnout that is also the aim of the project are really significant to create a positive school atmosphere.

In a study conducted in our country, in order to be more effective teachers experience burnout syndrome because of an increasing pressure day by day. As a result of this they had communication problems between the administration / colleagues / students that leads them to have a feeling of failure and not to have enough satisfaction from their work; therefore if there are teachers who experience burnout, all the others at school begins to share same feeling

With this guide, our elementary, middle and high school trainers will have knowledge about the education and various ACTIVITES, techniques taken from courses that offer different methods, ACTIVITES and strategies to prevent burnout in a school environment and also they will learn innovative methods and techniques applied in the schools that manage to overcome this problem thanks to the job shadowing activity.

In this context, SIX MODULES have been created. With this guide, it is aimed to help our trainers;

- ✓ Adopting an active lifestyle,
- ✓ Creating positive school culture,
- ✓ Preventing stress and its sources, preventing professional burnout,
- ✓ Applying motivation strategies in modern classrooms,
- ✓ Establishing corporate and individual communication,
- ✓ Increasing personal and professional skills in developing healthy relations with staff and parents in the school environment.

# 1. MODULE: SLOVENIA

**CORPORATE COMMUNICATIONS**

**INDIVIDUAL COMMUNICATION**

**DIVERSITY OF EDUCATIONAL MATERIALS**

**SELF AUDIT**

**SELF CONTROL**

**SUPPORT**

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## DESCRIPTIONS

	ÖMTEY
<b>FIELD</b>	Communication, Effective use of training materials, self audit, development of self-control
<b>THE NAME OF THE MODULE</b>	Corporate communications, Individual communications, Diversity of educational materials, Self audit, Self control, Support
<b>DESCRIPTION OF THE MODULE</b>	Corporate communications, Individual communications, Diversity of educational materials, Self audit, Self control, Support
<b>THE OBJECTIVE OF THE MODULE</b>	At schools: Stress Education in the communication between administrator - teacher - parent - student, methods of coping with stress, increasing professional productivity, making school environment more attractive, taking preventive measures about burnout, effective communication, effective listening, gaining skills about self-control issues
<b>EDUCATION- TRAINING ENVIRONMENTS AND EQUIPMENTS</b>	School, home
<b>MEASUREMENT AND EVALUATION</b>	It aims to make students happy and successful individuals through these ACTIVITES, which are done to minimize burnout by increasing teachers' motivation. The measurements and assessments in this module are individual. Each person evaluates his / her own criteria and learning.

## **LEARNING ACTIVITY-1**

### **OBJECTIVE**

Developing practices that will keep team spirit at high level by using corporate communication effectively and efficiently

### **RESEARCH**

- ✓ Determining the strengths and weaknesses of the institution ,
- ✓ In order to ensure the high level of communication between school administrators, activating the information flow, supervision and decision-making process between teachers and staff working in the school, that is also referred to as internal communication,
- ✓ Showing the necessary interest and proximity to the parents and visitors coming from outside the institution depending on the vision, mission and strategic objectives of the institution,
- ✓ Fulfilling the necessary conditions for the establishment of trust among the school administrators-teachers-school staff-parents-visitors.

### **CORPORATE COMMUNICATION**

**Target of the Activity:** Group Activity (All Teachers and School Directors)

**Number of Sessions:** 1

**Duration:** 60 minutes

**Material:** Meeting room, OHP

### **PROCESS**

Corporate Communication will be at the highest level if the following steps are performed in the school:

- ✓ How to communicate with the internal and external stakeholders should be determined within 1 month of the school opening week in a way that is clear, understandable and free from misunderstandings.
- ✓ During the first week of the school, the principal notify about the duties of the deputy principals, teachers and the staff (servants, cooks, etc.)regarding what they are responsible for.
- ✓ The schools rules and actions must be clearly conveyed to the related persons.



- ✓ In order to establish a healthy communication with the parents of the school and to ensure the necessary coordination, a volunteer representative parent from each class is selected together with the class teacher.
- ✓ If an assessment meeting is held with the assistant principals about the tasks and ACTIVITES to be done at the beginning of the week coordination in the school will be easier depending on the distribution of tasks in the school.
- ✓ Spending sufficient time with teachers in the teachers' room, keeping the exchange of ideas about the overall functioning especially during breaks will increase productivity. In addition, general evaluation meetings should be held with the participation of teachers once a month to exchange ideas about the functioning of the school.
- ✓ By means of the communication established with the visitors coming to school, necessary interest and closeness is established in order to learn exactly what the purpose of the visitor is and why he/she is coming and if it is appropriate his/her request is fulfilled, if not, it is explained in a way that he/she understands the unsuitability.
- ✓ In addition, if the ACTIVITES such as food organization, theatre, going to the cinema, picnic are planned jointly with all the employees working in the school and if charity ACTIVITES and book reading ACTIVITES are implemented with parents for the benefit of school, corporate communication will automatically come to the upper levels.

## **EVALUATION**

This activity is the most effective tool we see regarding burnout, which is our main concern. Preventive measures can be taken before the problems arise, gaining team spirit and effective mass communication are very important. Motivation of teachers' problems, which are solved before growth, is increased and burnout levels are minimized.

### **Advantages:**

Applicability

Strengthening corporate communication

Increasing motivation

Creating team spirit  
Positive school atmosphere

**APPENDIX**



## **LEARNING ACTIVITY-2**

### **OBJECTIVE**

To create team spirit between teachers, parents and students with our traditional games

### **RESEARCH**

- ✓ Mutual strengthening of communication between teacher-parent, parent-child and parents,
- ✓ Students and parents can gain the ability to work for the same purpose through play,
- ✓ Students and parents have the opportunity to get to know each other better,
- ✓ Parents should understand the importance of play to spend quality time with their children,
- ✓ Parents' ability to recognize the hidden abilities of their children during play.

### **TRADITIONAL GAMES WITH PARENTS**

**Target of the Activity:** Group Activity (Student and Parents)

**Number of Sessions:** 1

**Duration:** 60 minutes

**Material:** Game and related materials

### **PROCESS**

- ✓ The teacher informs the parents about the importance of the game, where they will have the opportunity to get to know their children better, and the contribution of the game to personality development in children.
- ✓ He/she makes explanations that there will be teaching of traditional games in the ACTIVITES, that helps to provide cultural transfer and bridge the games with the past and the future. The days and times of the game event are decided.
- ✓ He/she indicates that there will be ice breaker activity before each game event and gives information about it. The teacher tells the parents that he / she will share the chosen game with details (duration, rules, etc.) before each activity.

- ✓ After each play event, parents are asked to play the game of the day as a family, if possible to take photos of the play process and to write the feelings of the parents and the child about the play.
- ✓ It is stated that prior to each game event, sharing and evaluating the feelings related to the game at home will be requested on a voluntary basis. Together with the parents, the games are determined or the teacher gives information about the games he / she determines.

## **ACTIVITY**

### **Warm Up**

Ice breaker for introduction activity is performed. Teachers and parents find an adjective related to the initials of their names. Starting from 1, everyone in turn introduces himself and tries to get to know each other, including his predecessors. Ex: 1- Mert Metin 2- Mert Metin, Optimistic İsmet 3- Mert Metin, Optimistic İsmet, truthful David ... An ice breaker event can be held for each session.

### **Introduction**

The teacher gives detailed information about the game. Parents are informed about the name, duration, rules, how the game is played, what the benefits are and how it will contribute to the team spirit.

### **Process**

The selected game is played with the participation of the whole group. In group play, when forming a group, it is paid attention that those who know before and those who do not know are in the same group. It is ensured that the group recalls the rules of the game within itself. The game is started by the teacher. The whole group is provided to play in an order. The game is continued with care that all participants in the group are actively involved. At the end of the game the winning group is applauded.

## **EVALUATION**

All participants receive feedback on how they feel about the game. The whole group is given the right to speak about the contribution of the game in strengthening communication and team spirit. All parents are encouraged to play this game at home. They talk about how their children will feel when they

play the game with their parents. All parents are asked to play the game at home with their children as a family.

**Advantages:**

Applicability

Strengthening communication

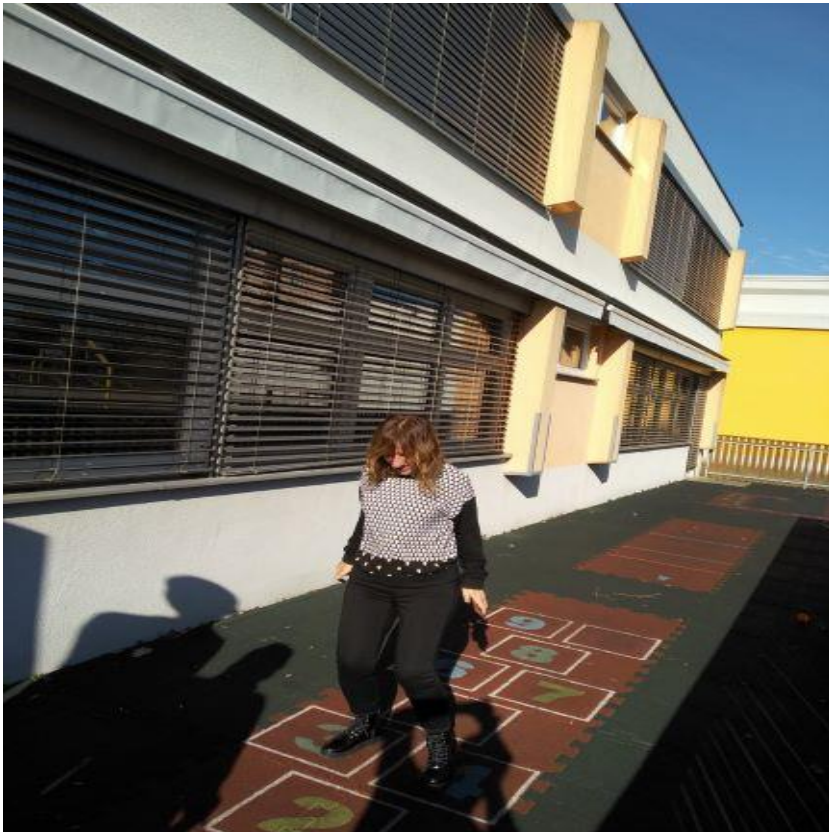
Increasing motivation

Creating team spirit

Spending quality time

Getting to know each other better

**APPENDIX**



## LEARNING ACTIVITY-3

### OBJECTIVE

Students evaluate their own learning

### RESEARCH

- ✓ Evaluation of students' own learning
- ✓ Teachers' evaluation of their own teaching methods,
- ✓ Students can express that they cannot learn without being tried or questioned,
- ✓ There will be no students who do not express themselves because all students will receive feedback.

### FORMATIVE EVALUATION

**Target of the Activity:** Group Activity (Student)

Number of Sessions: 1

**Duration:** 10 minutes

**Material:** Green, yellow and red papers, attachment clips in the number of students

### PROCESS

- ✓ •The teacher gives small latches to all students after explaining or teaching the lesson,
- ✓ If the students do not understand the lesson, they attach the latch on the red paper, the yellow paper if they understand it little, and the green paper if they understand it well.
- ✓ The activity is done by the students working together.
- ✓ The teacher evaluates the lesson according to the density of the latches on the papers.
- ✓ If there are a lot of latches on red paper, the teacher re-teaches the lesson, and if there are a lot of latches on yellow paper, it separates a part of the next lesson and if there are a lot of latches on green, the teaching objectives are achieved.

### ACTIVITY

#### Introduction

The teacher asks the students to take the pegs and attach them to the area at which level they learn.

### **Process**

The students attach the latches from the green, yellow and red paper to the appropriate section and replace them. The teacher does not know and see who attaches pegs on which paper. He/she evaluates general learning and teaching techniques.

### **EVALUATION**

One of the biggest problems we experience in our schools is that the teacher is only an authority. This problem also negatively affects the communication between the teacher and the student and reduces the motivation of the teacher.

Since the feedback is given to the teacher quickly, the subjects are repeated without prolonged or forgotten. The assessment of the student is not only carried out with pencil paper or verbal, which reduces the learning stress in the student. It also raises teacher's motivation.

### **Advantages:**

Applicability

Increasing motivation

Having a fruitful lesson time

Self-assessment

### **APPENDIX**







## **LEARNING ACTIVITY-4**

### **OBJECTIVE**

Developing students' positive and constructive criticism and gain the culture of evaluation by evaluating each other's studies.

### **RESEARCH**

- ✓ Students will be able to repeat the information they have learned,
- ✓ The teacher is not an authority to control the student,
- ✓ Students come prepared for the course due to the obligation to explain the information they have learned,
- ✓ Ensuring peer learning.

### **PEER EVALUATION**

**Target of the Activity:** Group Activity (Student)

**Number of Sessions:** 1

**Duration:** 10 minutes

**Material:** Small papers

### **PROCESS**

- ✓ Before the class starts, the teacher writes the keywords on the wall related to the subjects he / she taught in the previous lesson.
- ✓ After the students come to class, the teacher asks everyone to take **one piece of paper.**
- ✓ Students start to walk around the classroom randomly. As soon as the teacher commands with the word 'stop', the student starts to tell his/her friend what he/she knows about the concept on the paper in his hand.
- ✓ The other person tells him about the paper in his/her hand.

### **ACTIVITY**

#### **Introduction**

The teacher gives information about the activity to be done before the class starts.

#### **Process**

After the students come to the class, they listen to the teacher's explanations. Then the students receive a paper. They walk around the classroom thinking

about what they know about the concepts on their papers. At that moment, the teacher rings or gives a “stop” command.

The student tells his first friend what he knows about the concept. The other student tells the student what he or she knows too and there is 1 minute for each conversation. This process is completed in 10 minutes at the beginning of the lesson and then the teacher starts the lesson.

## **EVALUATION**

It is a good activity against the lack of self-confidence which is one of the biggest problems for our students. It gives students opportunity to revise at home. Increasing the success of the student with the teacher; this activity, which contributes not only teaching but also education, can be applied in all courses.

### **Advantages:**

Applicability

Increasing self-confidence

Increasing motivation

Ensuring peer learning

## **APPENDIX**



## **LEARNING ACTIVITY-5**

### **OBJECTIVE**

To communicate with students and their parents effectively

### **RESEARCH**

- ✓ Informing the parent adequately about their child by the teacher
- ✓ Gaining a sense of limit by parents
- ✓ Providing school-parent cooperation by the administration
- ✓ Ability of all parties to develop empathy by developing a sense of cooperation

### **I KNOW MY LIMITS**

**Target of the Activity:** Individual or Group Activity (School teachers, students, parents, administrators)

**Number of Sessions:** 1

**Duration:** 10 minutes

**Material:** Shaped floor stickers

### **ACTIVITY**

#### **Introduction**

The parent takes his child to school every morning and follows the rules just like the students do.

#### **Process**

Administration, parents, teachers and students obey all the rules and fulfil their responsibilities.

### **EVALUATION**

Throughout the process, the teachers are in contact with the administration and the parents, and they advise the parents not to worry. The practice is carried out in a healthy way in order to ensure the self-discipline of the student. The parents, who trust the teacher and the school, establish a strong communication with the administration and teachers and develop empathy by getting help from the school when it is difficult. Team spirit and belonging increase.

**Advantages:**

## Applicability

Increasing corporate communication

Increasing motivation

Creating a reassuring environment

Strengthening communication

## APPENDIX



## 2. MODULE CZECHIA

**STRESS AND RESOURCESS/PERSONAL DEVELOPMENT/MENTAL HEALTH/CONFLICT PREVENTION PROGRAMS/PREVENTION OF PROFESSIONAL BURNOUT**

### **MODULE PREPARATION TEAM**

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## DESCRIPTIONS

	ÖMTEY
<b>FIELD</b>	Reducing Stress and Preventing Professional Burnout
<b>THE NAME OF THE MODULE</b>	Stress and Resources / Personal Development-Mental Health / Conflict Prevention Programs / Prevention of Professional Burnout
<b>DESCRIPTION OF THE MODULE</b>	<p>Within the scope of the project 'Prevention Methods for Teaching Profession Burnout'</p> <p>Stress and Resources / Personal Development-Mental Health / Conflict Prevention Programs / Prevention of Professional Burnout</p>
<b>THE OBJECTIVE OF THE MODULE</b>	<p>At schools: Strengthening communications of School Director - Teacher - Parent - Student, reducing stress , coping with stress methods, increasing professional efficiency, making the school environment more attractive, increasing mental health and awareness, recognizing our strengths and weaknesses, taking preventive measures of burnout, effective communication, effective listening, mental health, well-being, positive thinking, self-regulation</p>
<b>EDUCATION- TRAINING ENVIRONMENTS AND EQUIPMENTS</b>	School, Home
<b>MEASUREMENT AND EVALUATION</b>	<p>After each activity in the module, you will assess yourself by measuring the knowledge and skills you have gained with the given measurement tools.</p> <p>At the end of the module, the teacher will apply a measurement tool on you and evaluate the knowledge and skills you have gained about the module.</p>

## **LEARNING ACTIVITY-1**

### **OBJECTIVE**

To increase corporate communication by reducing stress.

### **RESEARCH**

- ✓ The first reason for teachers' professional burnout can be seen as stress.
- ✓ The ways of coping with stress are encountered with many different applications today. Below you will find the Ice Breaker “Name Writing” technique.

### **ICE BREAKER – HAVE YOUR NAME WRITTEN**

**Target of the Activity:** Individual or Group Activity (All teachers and school directors)

**Number of Sessions:** 1

**Duration:** 20 minutes

**Material:** Post it, Coloured Pencils

Some of the most important gains in our school observations and course content related to the establishment of a stress-free environment are that one must first have positive thoughts, be open to innovations and be free from prejudice.

The communication of teachers, School Directors and students under any circumstances will strengthen communication and eliminate many problems that may arise and increase both the workload and the success of all employees and students.

In the light of the information given above, the activity that we will call ‘**have your name written**’ can be recommended as an activity that students and teachers can maintain both at school and outside of school.

At the end of this event, participants will find that communicating changes the atmosphere and enhances intimacy.

### **PROCESS**

- ✓ With instructor guidance, participants ask questions to any participant.

For example;

- ✓ What are your hobbies?
- ✓ What kind of music do you like?
- ✓ What is your favourite food?
- ✓ Do you have a child?
- ✓ What subject do you teach etc?

For each reply they receive, they are asked to write a letter of the respondent's name on the post-it affixed to their arms.

For example;

- ✓ He/she contacts one of the participants to print the letter A of the name of someone named Ayşe.
- ✓ When he / she answers the question asked by the selected participant, he / she asks the participant to write the letter A on his / her paper.
- ✓ This process continues in the form of question and answer with different participants for all the letters of the name.
- ✓ He/she ends the activity by telling the instructor when all the letters of his name are completed.
- ✓ This activity can be done as an introductory event when group members do not know each other or it can be applied by selecting a topic to get to know each other better.

## **EVALUATION**

This event contributes to a better communication with our colleagues and to work in a peaceful environment. It is an activity that breaks stress and increases positive thinking. Easy to apply.

### **Advantages:**

Applicability

To gain positive thinking skills

Increase motivation

Strengthening communication



## **LEARNING ACTIVITY-2**

### **OBJECTIVE**

To increase group communication and directing group members to share their feelings.

### **RESEARCH**

- ✓ People are nervous at first meeting and cannot express themselves as they are.
- ✓ Any joint ACTIVITES will accelerate the process of meeting people. Group ACTIVITES can be arranged for this purpose.

### **DIXIT**

**Target of the Activity:** Individual or Group Activity (All teachers and school directors)

**Number of Sessions:** 1

**Duration:** Periodically

**Material:** Dixit playing cards

It may take time for people to be ready for each other or for what they will do. First, everyone weighs each other and the environment. After being sure that there is not an important threat or there is nothing wrong with the environment, that he is safe and confident, he starts to open himself and of course his ideas. These are events that allow people to break the ice between them and warm up to each other to get their real contribution in meetings or interactive situations.

### **PROCESS**

- ✓ From the Dixit cards on the table, the trainees choose 2 cards according to the questions.
- ✓ For example

Question 1: How do you feel today?

Question 2: What are your expectations from the course?

The selected cards are shown to the group and they share their feelings with the group members.

### **EVALUATION**

As an instructor, he/she gives us the idea that dreaming is the key to happiness that stands on our bedside.

**Advantages:**

Applicability

Increasing motivation

Strengthening communication

Improving social relations

## **LEARNING ACTIVITY-3**

### **OBJECTIVE**

To improve attention among individuals, increase motivation and improve their social relationships.

### **RESEARCH**

The decrease in teachers' attention may increase their stress and long-term stress leads to professional burnout. Therefore, attention-increasing ACTIVITIES will reduce stress and increase concentration.

### **ATTENTION ENHANCEMENT ACTIVITY 'CLAPPING'**

**Target of the Activity:** Group Activity (All Teachers, School Directors and Students)

**Number of Sessions:** 1

**Duration:** 20 minutes

**Material:** Participants

Interpersonal eye contact is one of the basic principles of communication. In everyday life, people miss this important rule of communication, which leads to communication accidents and misunderstandings. Strong communication groups can work more efficiently and achieve more positive results. This activity strengthens intra-group communication and improves coordination and the ability to act simultaneously.

### **PROCESS**

- ✓ First the circle is created by all participants.
- ✓ Then they turn to each other and clap their hands.
- ✓ Then this is done in series.
- ✓ Then two rounds are made without any break. In the second stage, members, who they keep an eye contact with, clap their hands at the same time. Again, it is done in a serial manner and asked if there is anyone who has not clapped his/her hands.
- ✓ In the end, everyone continues to clap until a single harmonious sound is heard at the same time.

## **EVALUATION**

This activity can be applied as a group work with hyperactive children in order to increase the concentration of students and reduce teacher burnout. It increases concentration and attention.

### **Advantages:**

Easy to apply

Improving communication between colleagues and students

Increasing motivation

## **LEARNING ACTIVITY-4**

### **OBJECTIVE**

Individuals recognise themselves, see their strengths and weaknesses and express ways of coping with stress.

### **RESEARCH**

The ability of teachers to recognize themselves and reveal their potential will contribute positively to education and increase the motivation of the teacher. In addition, one's problem solving skills will be developed and will be able to cope with stress by using their own methods.

### **INDIVIDUAL ACTIVITY “HAND DRAWING”**

**Target of the Activity:** Individual Activity (All Teachers and School Directors)

**Number of Sessions:** 1

**Duration:** 20 minutes

**Material:** Paper and Coloured Pens

### **PROCESS**

- ✓ The participants are asked to draw the fingers of both hands by printing method.
- ✓ The fingers of his left hand are asked to write methods for coping with stress with the right hand.
- ✓ The fingers of his right hand are asked to write methods for coping with stress with the left hand.
- ✓ Then they are asked to compare.

### **EVALUATION**

In this event; while the right hand offers more scientific and logical solution proposals; it is learned that the left hand is more subjective and creative. As mentioned at the beginning of the activity, each person's method of reducing stress is hidden in their potential.

#### **Advantages:**

Applicability

Ensuring self-knowledge

Gaining the ability to recognize and manage stress

## **LEARNING ACTIVITY-5**

### **OBJECTIVE**

To express one's feelings and thoughts and turn to positive thinking.

### **RESEARCH**

In everyday life, people face many events and focus more on events that affect them negatively. This affects the person negatively and leads to stress. With this activity, one learns to focus on the positive aspects of life and feels happier.

### **INDIVIDUAL ACTIVITY 'POZITIVE THINKING'**

**Target of the Activity:** INDIVIDUAL ACTIVITY (All Teachers and School Directors)

**Number of Sessions:** 1

**Duration:** 20 minutes

**Material:** Paper and Coloured Pens

### **PROCESS**

- ✓ In this activity, the trainer asks us to write three things that made us happy in the last 24 hours, which we experienced and are happy when we did.
- ✓ Participants write three things that make them happy every day.

### **EVALUATION**

This activity makes us focus on positive thoughts. This study was conducted on a group of students and it was observed that they were happier than the others. Every day, the participants write about what makes them happy, and at the least they become aware of behaviours that make them happy.

#### **Advantages:**

Applicability

Expressing themselves better

Developing positive thinking skills

## **LEARNING ACTIVITY-6**

### **OBJECTIVE**

That an individual expresses his/her feelings and thoughts and tends to think positively.

### **RESEARCH**

It reinforces the team spirit to be able to follow the leader within a group, to provide auto control of the observer, to be able to reason, to be able to work planned etc. It is aimed to strengthen the team spirit via this activity.

### **GROUP ACTIVITY “SPAGHETTI & MARSHMALLOW”**

**Target of the Activity:** Group Activity (All Teachers and School Directors)

**Number of Sessions:** 1

**Duration:** 20 minutes (3 minutes dayanıklılık testi Durationsi)

**Material:** Spagetti marshmalows

### **PROCESS**

- ✓ Participants are divided into different groups. Each group is given a quantity of spaghetti and 10 marshmallows by the instructor. For example, for a group of 5, an observer is chosen and the instructor does not intervene the group at all. It is observed who will build the tallest tower within 10 minutes. The tower is required to remain standing and there must be a marshmallow at the top.

Whilde doing this activity;

- ✓ Who speaks most
- ✓ Who remains silent
- ✓ What observer feels?

Through this study people's characters emerge. By gaining information about who is more dominant, who is the leader, who are the ones remaining recessive, etc. it is provided that participants have information about each other.

### **EVALUATION**

It is a good example of teamwork which brings out leaders. This activity increases planned work and observation ability.

**Advantages:**

Applicability

Strengthening team spirit

Increasing motivation

Ensuring to understand feelings



## **LEARNING ACTIVITY-7**

### **OBJECTIVE**

To enable the person to get rid of the masks-roles he or she has to use in his / her daily life and to be himself/herself , and to save the person from the pressure that occurs on him / her while carrying the masks and roles.

### **RESEARCH**

An individual should be able to self-control and be at peace with himself/herself. He/she should be able to direct his/her life according to his/her own will, not as the others want.

### **INDIVIDUAL ACTIVITY “MASKS”**

**Target of the Activity:** Individual Activity (All Teachers and School Directors)

**Number of Sessions:** 1

**Duration:** 20 Paper-pen

### **PROCESS**

- ✓ The instructor distributes papers to everyone and asks the questions: Do you wear masks at work? How do you want them to see you at school? ; For instance: helpful, friendly, hardworking, etc. Then he/she asks us to write it on the front side of the mask.
- ✓ Next, he/she then asks us how we feel at school and asks us to write this on the back side of the mask as well.
- ✓ Then, the masks are wrinkled and thrown.
- ✓ He/she then asks how much what you feel and your appearance at school are in accord with and the activity is interpreted.

### **EVALUATION**

Through this activity, it is learned that the person should be at peace with himself/herself and be away from wannabes. We can wear masks in different situations in life and take on different roles. But if we wear masks all the time, our mental health deteriorates and we get burned out.

**Advantages:** Applicability, Improving self-control skills, and increasing motivation.

## **LEARNING ACTIVITY-8**

### **OBJECTIVE**

It should be underlined that what one sees in one's everyday life is important, not what one looks at. In addition, when transferring, it should not be ignored that the perception of not only the narrator but also the listener is important.

### **RESEARCH**

People must pay attention to listen effectively and follow the given instructions. The listener must follow the narrator carefully, and the narrator must be able to transfer the details to the listener completely.

### **GROUP ACTIVITY “OBSERVATION”**

**Target of the Activity:** Group Activity (Teacher – Teacher / Teacher – Student)

**Number of Sessions:** 1

**Duration:** 20 minutes

**Material:** Paper-pen, photographs

### **PROCESS**

- ✓ Groups of 4 person are created and one person from each group goes out and looks at a photo that is shown by the instructor.
- ✓ The person going out comes in about one or two minutes later, he/she tells the second person about this photo and begins to draw the photo when he/she finishes describing it.
- ✓ The second person describes the photo to the third person and when he/she finishes he/she starts drawing it. But no one shows their drawings to each other and the others do not hear them telling.
- ✓ The activity goes on like this. Finally, everyone shows their drawings.

### **EVALUATION**

This activity is a pretty good attention study for effective observation. An important detail here is what the person who describes the photo adds from himself/herself and how accurately he/she transfers it. It is a good example of effective listening and effective communication. It is also effective in collecting attention.

### **Advantages:**

Applicability, Effective communication and listening

## **LEARNING ACTIVITY-9**

### **OBJECTIVE**

To develop one's ability to cope with stress and problems by improving one's persuasion skills.

### **RESEARCH**

Different approaches have different consequences in persuading people. The attitude of the person affects his/her interlocutor positively or negatively. Effective and positive communication strengthens the individual's persuasion ability.

### **GROUP ACTIVITY “CHARACTER IDENTIFICATION”**

**Target of the Activity:** Group Activity (Teacher – Teacher / Teacher – Student)

**Number of Sessions:** 1

**Duration:** 20 minutes

**Material:** Chair-Participants

### **PROCESS**

- ✓ 5 people are chosen by the instructor.
- ✓ A person who goes on stage sits on a chair.
- ✓ The other 4 people are given the roles that are passive, aggressive, assertive and both passive and assertive.
- ✓ The participants try to make the sitting person stand up according to their given personality characteristics.

### **EVALUATION**

This activity is a good attention study for effective observation. Another important detail here is that how accurately the contributions of the transmitter is and it is a proof of it, as well. It is a good example of effective listening and effective communication. It is also effective in attracting attention.

**Advantages:**

Applicability

Developing skills for coping with stress

Strengthening communication

Effective listening

## **LEARNING ACTIVITY-10**

### **OBJECTIVE**

It should be underlined that what one sees in one's everyday life is important, not what one looks at. In addition, when transferring, it should not be ignored that the perception of not only the narrator but also the listener is important.

### **RESEARCH**

People must pay attention to observe effectively and follow the given instructions. The observer must follow the narrator carefully, and the narrator must be able to transfer the details to the observer completely.

### **GROUP ACTIVITY “CHINESE WHISPERS”**

**Target of the Activity:** Group Activity (Teacher – Teacher / Teacher – Student)

**Number of Sessions:** 1

**Duration:** 20 minutes

**Material:** Participants

### **PROCESS**

- ✓ All participants line up one after the other by the guidance of the instructor.
- ✓ The instructor shows a move to the person at the end, he/she then touches the shoulder of the person in front of him/her and asks him/her to return without speaking and do the same move.
- ✓ Thus the move is done up to the last person and at the end, it is seen that the move takes a completely different shape from the first one.

### **EVALUATION**

With this activity, it is shown that people's perceptions may be different according to their emotional and mental condition. It is seen that the correct transfer of information prevents communication accidents and this helps to reduce stress.

#### **Advantages:**

Applicability

Effective listening and transferring

Increasing motivation

## **LEARNING ACTIVITY-11**

### **OBJECTIVE**

Revealing that missing information and missing guidelines make a person prejudiced and increase his/her stress level.

### **RESEARCH**

It appears that preconceptions arise because of missing information and they cause misjudgements.

It is obvious that these misjudgements will lead people to the wrong conclusions. When evaluating events, it should not be ignored that people's cultural backgrounds are also effective in their assessment.

### **GROUP ACTIVITY “EKSİK HİKÂYE”**

**Target of the Activity:** Group Activity (Teacher – Teacher / Teacher – Student)

**Number of Sessions:** 1

**Duration:** 20 minutes

**Material:** Participants

### **PROCESS**

- ✓ A story with missing information that does not fully explain human relationships is distributed by the instructor.
- ✓ Groups are created and these groups are asked to rank the characters in the story from the worst to the best.
- ✓ Groups share the rankings first with their own group, then with the larger group, and see how much the characters change.
- ✓ Then they analyse the questions behind the story together with the instructor.
- ✓ In the meantime, it is seen that incomplete information is insufficient to detect situations, answer questions and it leads to incorrect conclusions.

### **EVALUATION**

In this activity, it is individually evaluated that missing information leads to errors in communication and perception. Prejudices affect human relationships negatively. Uncertainty triggers the level of stress in people and increases the level of burnout.

**Advantages:**

Applicability

Breaking down the prejudices

Evaluating the events as a whole

### **3. MODULE: CROATIA**

#### **PREVENTING PROFESSION BURNOUT WITH STRATEGIES ENHANCING MOTIVATION IN MODERN CLASSROOMS**

##### **MODULE PREPARATION TEAM**

**CROATIA GROUP** – Preventing Professional Burnout with Strategies Enhancing Motivation in Modern Classrooms

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## DESCRIPTIONS

	ÖMTEY
<b>FIELD</b>	Reducing stress and preventing professional burnout
<b>THE NAME OF THE MODULE</b>	Preventing professional burnout with strategies enhancing motivation in modern classrooms
<b>DESCRIPTION OF THE MODULE</b>	Within the scope of "Methods of Preventing Professional Burnout for Teachers" project, stress and its sources and methods of coping with stress, preventing professional burnout by techniques enhancing motivation in classroom
<b>THE OBJECTIVE OF THE MODULE</b>	Coping with the stress that may arise in communication between school directors – Teacher-Parent –Student, which is one of the important elements in the regulation of education in schools, improving professional efficiency by increasing motivation in the classroom. Raising mental health and awareness, self-assessment in terms of stress, positive thinking, and self-control and professional burnout prevention. Using web2 tools to increase motivation.
<b>EDUCATION- TRAINING ENVIRONMENTS AND EQUIPMENTS</b>	School, Classroom, Home
<b>MEASUREMENT AND EVALUATION</b>	Before applying the Mindfulness and Brain Gym technique, stress levels must be measured by applying a specific stress test on the participants. It is essential to adopt the rules to be followed during the implementation and to complete the activity in a disciplined manner. At the end of the implementation, a final test must be conducted

	<p>on the participants' learning outcomes. For Genius Hour, the school administrators have a major task about the issues such as planning the course, teachers/students who will be assigned ACTIVITES which will be performed, and time management.</p>
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## **LEARNING ACTIVITY-1**

### **OBJECTIVE**

That a person is able to cope with stress by focusing on his/her own body and soul. That a person minimizes the problems to solve them by turning to the essence of himself/herself by strengthening himself/herself.

### **RESEARCH**

- ✓ To be able to describe stress,
- ✓ To explain the reasons causing stress,
- ✓ To be able to tell what are the stages of stress,
- ✓ To be able develop skills for mental health and reducing stress by new methods, to decrease stress in classroom environment,
- ✓ To be able to discover the power of our self related to the source of stress.

### **MINDFULNESS – COGNITIVE AWARENESS**

**Target of the Activity:** Group Activity (All Teachers and School Directors)

**Number of Sessions:** 2

**Duration:** 10 minutes

**Material:** A quiet environment Chair, Physical and spiritual relaxation therapy music, the material is the participation of educators.

### **PROCESS**

- ✓ It is very important to breathe correctly for human health. The correct breathing technique is to breathe through the nose, to breathe through the diaphragm, to breath quietly, to breathe calmly.

You can cope with intense stress by using the following technique:

- ✓ Sit upright, relaxed and feet touching the ground.
- ✓ Focus on the breath.

### **DESCRIPTIONS -1**

- ✓ Hold your breath in every four seconds. Exhale for eight seconds.(Repeat four times)
- ✓ Think what your body wants when you focus on the breath.
- ✓ Be open-minded, accept your thoughts.
- ✓ Be aware of the problems in your brain, know yourself.

## DESCRIPTIONS -2

### Group rules:

- ✓ Feet must definitely be fixed to the ground, hands must be on the knee
- ✓ Working as a team
- ✓ Listening to voice commands carefully
- ✓ Focusing on the moment
- ✓ Cutting off communication with the other group members

### ACTIVITES

1) First, sit comfortably and upright. Fix your feet to the ground and put your hands on your knees. Close your eyes. Focus on the breath.

2) Inhale for 4 seconds, hold your breath for 7 seconds. Exhale for 8 seconds. (Repeat 4 times)

- ✓ Think what your body wants when you focus on the breath.
- ✓ Be open-minded, accept your thoughts.
- ✓ Be aware of the problems in your brain.
- ✓ Know yourself.

3) Get rid of your thought that come into your body. Think “Are my problems and fears real, are they as important as I overestimate? “Your thoughts are not real. They are subjective. They can be controlled. The most important thing is to know where to focus.

4) Feelings create behaviours, behaviours reinforce feelings, manage your feelings.

### EVALUATION

The Mindfulness technique, which is based on shrinking one's problems without completely destroying them by focusing on one's own body and soul, can always be applied by anyone. Breathing exercises done during this practice will be beneficial to metabolism and will help people to relax psychologically. It will help to get motivated faster as it will take away the fatigue and tension experienced during the day. The emotions and thoughts that are the source of stress will be prevented.

In order to apply the technique, a calm environment accompanied by physical and spiritual listening therapy music is required. The most important element

is that participants believe in the benefit of this technique. Otherwise, environments which can be sabotaged may occur.

**Advantages:**

Applicability

Identifiable stress

Mental health and stress reduction skills

**APPENDIX**



## LEARNING ACTIVITY-2

### OBJECTIVE

To enable students to realize their interests and abilities and to increase their motivation in the classroom by planning a free lesson in the weekly schedule by the school administration. To find students who have talent in a particular area in the classroom/school, to perform peer teaching by enabling these students to transfer their abilities to their friends, to realize peer teaching by enabling these students to transfer their abilities to their friends. To provide self-control/ auto control and to improve individual communication.

### RESEARCH

- ✓ Determining areas according to the interests and abilities of the students in the school for specialization hour activity, To explain the reasons causing stress,
- ✓ Determining of students and teachers who will manage the process in coordination with the school administration,
- ✓ Determining the ways to increase professional development skills through self-control,
- ✓ Gaining self-control strategies,
- ✓ Learning time management.

### GENIUS HOUR – UZMANLAŞMA SAATI

**Target of the Activity:** Group Activity (All Teachers and School Directors)

**Number of Sessions:** -

**Duration:** One lesson hour

**Material:** An environment in which students can study about their fields of interest (Laboratory, Library, Gym etc.)

### PROCESS

- ✓ By cooperating with the school administration, one lesson per week can be reserved for this practice. Students can do research on a subject they are interested in. This lesson can also be considered as a time when a student with a talent in a field at the school is instructive to other student friends.

For instance, a student skilled in photography can make a presentation to other students in this lesson.

In addition, studies can be conducted to keep the students' own learning areas clean. In a seminar, it is understood that besides the personal cleaning, the cleanliness of the environment is important. Students' participation in class cleaning and cleaning of course materials is transferred to the parents where the students will be aware of responsibility and self-control. In the course of this practice, perhaps in the first place some parents may have misrepresentations. Especially in today's parents, if I think of my child with his valuable mentality, he may at first misunderstand his children about the cleanliness of class and the care and arrangement of the course materials. However, in the face of the den self-control"and"responsibility"awareness that will occur in the students later, the parents' perspective will be positive.

## **DESCRIPTIONS -1**

### **Group rules:**

- ✓ The duties and responsibilities of all teachers and students in the school should be clearly defined during the Genius Hour.
- ✓ Awarding and exhibiting the products produced by the students during this activity hour is important for this application to be effective.
- ✓ Parents should be informed in advance about the cleanliness of the learning area.

## **ACTIVITES**

- 1) At the teachers ' board meeting at the beginning of the year, a decision is taken on the hour of Specialization, otherwise known as "Genius Hour".
  - 2) The students and the teachers who will observe them in a certain field are determined.
  - 3) The areas where the ACTIVITES will be held are determined.
  - 4) At the end of the ACTIVITES, the products and successes are converted into reports.
  - 5) The work of the students who have achieved certain progress and are successful; prizes are awarded.
  - 6) Parents are informed in advance about the cleanliness of the learning area.
- Studies are carried out within this scope

## **EVALUATION**

With this specialization time, students are able to do individual work in the field of interest. Thus, curiosity is motivated. Their motivation increases. Both the time of specialization and the habit of cleaning the learning areas, students gain self-control skills.

**Advantages:**

Applicability

Gaining self-control skills

Improving motivation

Gain time management skills

Promoting peer learning

Developing a positive perspective in parents

**APPENDIX**





## **LEARNING ACTIVITY-3**

### **OBJECTIVE**

To prepare students for the lesson with Brain Gym techniques, to start the lesson in a motivated way, to complete their new learning in the integrity of meaning and to ensure that teachers deal with professional burnout.

### **RESEARCH**

- ✓ Determination of areas according to the interests and abilities of the students at the School for Specialization Time Activity,
- ✓ Determining the students and teachers who will manage the process in coordination with the school administration,
- ✓ Determination of ways to increase professional development skills through self-regulation,
- ✓ Gaining self-control strategies,
- ✓ Learning time management.

### **BRAIN GYM – BRAIN FRIENDLY EDUCATION**

**Target of the Activity:** Group Activity (All Teachers and School Directors)

**Number of Sessions:** -

**Duration:** Periodically

**Material:** Brain Gym Techniques: Brain Buttons; massage to the junction of the two bones of the neck, hook ups; the legs are crossed and the hands are crossed and lifted to the neck area and waited in this position for one minute, cross crawls; hands are crossed to the teeth and heels, the elephants; in turn, both arms are lifted up like the elephant's hose and leaned against the head and S is drawn in the air with the arm, lazy 8S; 8 fingers in the air with both thumbs in order to follow the eye, thinking caps; massage is done by pulling both ears, non-dominant hand; The pattern is drawn with two hands at the same time... etc.

### **PROCESS**

- ✓ In order to prevent professional burnout, the teacher must motivate the students to complete their permanent learning. For permanent learning, the left and right brain must work in a coordinated manner. When analyzing data with the left hemisphere functions, we can also

increase the effectiveness of the function with the right hemisphere using color graphics and diagrams.

- ✓ We cannot develop our logic by neglecting our creativity, creativity without using our logic. Logic and creativity are complementary ways of thinking. That is, creative thinking produces ideas, and logical thinking tests and develops them. Teachers should organize lessons involving ACTIVITES that govern both hemispheres. Thus, students can complete their new learning in the integrity of meaning. To accomplish this, educators should use some effective teaching strategies that can be used in daily lesson planning. One of these effective teaching strategies is the practice of brain exercises that provide the coordination of right and left brain before the start of the lesson.

### **DESCRIPTIONS -1**

#### **Rules:**

- ✓ When performing Brain Gym Techniques, the duties and responsibilities of all teachers and students in the school should be clearly defined.
- ✓ The application can be realized before starting the first lesson in the whole school.
- ✓ It is important that it is done regularly and transformed into behaviour every day.

#### **ACTIVITES**

- 1) Brain Gym Techniques are planned at the teachers' board meeting at the beginning of the year. All teachers are shown how the technique will be applied, when and how long it will be applied.
- 2) Students are introduced to the importance of these techniques at the beginning of the year.
- 3) Exercises are performed daily.



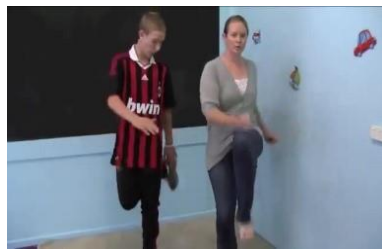
**Brain Buttons**



**Hook ups**



**the elephants**



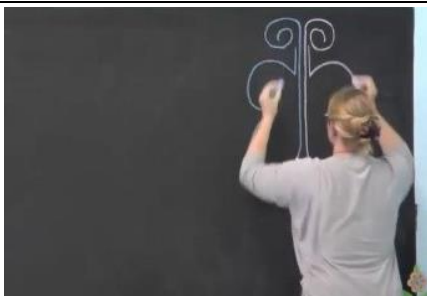
**Cross crawls**



**lazy 8S**



**thinking caps**



**non-dominant hand**

## **EVALUATION**

Through this activity, areas can be easily identified by the cooperation of teachers and students according to the interests and abilities of the students in the school. Teachers will gain effective methods and techniques to motivate their students. Teachers and administrators will know the students better and will be able to guide them accordingly. Students will be able to develop self-control strategies and manage time effectively.

### **Advantages:**

Applicability

Self-Regulatory

Increasing motivation

Time management

## LEARNING ACTIVITY-4

### OBJECTIVE

Increasing the motivation of teachers and students by using information and communication technologies at the highest level, preventing professional burnout with ICT.

### RESEARCH

- ✓ What are ICT and web2 tools?
- ✓ What are the most used ICT / web2 tools?
- ✓ What are the benefits and side effects of ICT tools?
- ✓ Let's learn two of the ICT tools.

### THE EFFECT OF WEB2 TOOLS ON MOTIVATION IN EDUCATION

**Target of the Activity:** Group Activity (Teacher – Student)

**Number of Sessions:** 1 lesson per week

**Duration:** 40 – 45 minutes

**Material:** Web2 tools, Interactive Whiteboard or Projection + Computer, Mobile phone or tablet with internet available to students

### PROCESS

- ✓ Today's students born in the age of technology are now bored of teaching with only narrative method. The WEB2.0 tools for teachers and students in this situation offer really fun and instructive lessons. For the two ICT tools which will be given below, the students will be able to use mobile phones, tablets, etc. they do not need a means of communication. In this respect, these two tools differ from other web2 tools (Kahoot, Quizlet, Quiziz, etc.).
- ✓ The first of these is **WORDWALL**, an online educational material gamification tool.
- ✓ <https://wordwall.net/> site is a great gamification site to consolidate the learned topics.

Through this website:

- 1) Classification of acquired knowledge
- 2) True-false,
- 3) Distinctiveness,

- 4) Quiz,
- 5) Learning weith wheel of fortune
- 6) Pacman etc.

A useful teaching tool that converts many different games such as. It may remain a bit simple and childish for high school students, but it is considered to be much more useful for secondary school, especially for primary school. It is also easy for the teacher to prepare the activity. Because once the teacher enters the information for a game, the system converts it into other games. So the teacher does not need to make an effort to create each game separately.

### **DESCRIPTIONS -1**

In addition to this, the teacher can search the worksheets prepared for his / her field from the related menu and add them to his / her library and send them to his / her students. However, it should be said that this will increase with the addition of teachers since Turkish course material is less added. At the moment we can say that most cater to the needs of English teachers. However, the number of sources will increase as each branch teacher adds more documents. With fun learning, our lessons will be more enjoyable and our children will be given sensitivities we want to give.

Our other Web2 tool is <https://www.liveworksheets.com/>, a useful site where you can create online worksheets and send them to your students.

The teacher can send the worksheets created on this site to the students about the subject he / she has taught in the course. As the answers of this study are sent to the system beforehand, the students' right and wrong are calculated automatically. This makes the job of the teacher much easier. In addition to this, the teacher can search the worksheets prepared for his / her field from the related menu and add them to his / her library and send them to his / her students. However, it should be said that this will increase with the addition of teachers since Turkish course material is less added. At the moment we can say that most cater to the needs of English teachers. Nowadays, when paper costs have increased considerably, it is a good thing that students can send plenty of worksheets to them. In this respect, the hand of the school administration is very relaxed. Within the scope of FATİH project,

EBA LESSON has a leaf test section. However, this section is only used as a multiple choice test. Converting this part of the EBA into a worksheet version like the content of the website in question would be a great service for teachers and students in the name of education. Parents will have an idea about the extent to which the child responds and learns the worksheets sent by the teacher with the passwords of their children or an observer code that can be given to them.

**EVALUATION**

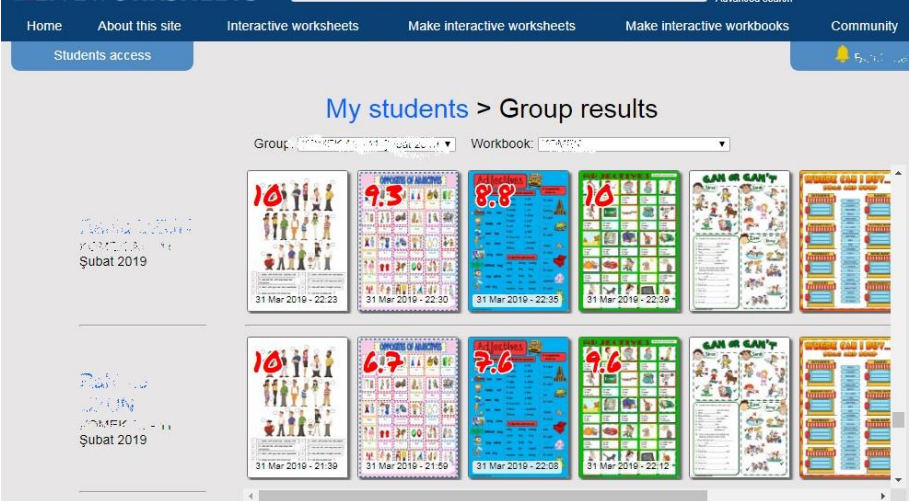
Both <https://wordwall.net/> and <https://www.liveworksheets.com/> are web2 tools that do business with commercial concerns and have limitations. It is predicted that the success rate in education will increase when educational tools similar to these web2 tools are integrated into the EBA.

**Advantages:**

- Applicability
- Increasing motivation
- Ensuring personal and professional development

**APPENDIX**

**LIVEWORKSHEET**







# WORDWALL

## Community

Search for public activities...



### Damlaeryilmaz

Turkey < >



free time  
Wordsearch



Likes and dislikes  
Group sort



free time activities  
Image quiz



Free time activities  
Random wheel



Daily Routines  
Match up



what do y  
Group sort

### Fulyaayas

Turkey < >



6th grade 6th unit occup...  
Random wheel



8th grade adventures  
Random cards



8th grade revision 12345  
Open the box



4th grade 6th unit  
Random wheel



5th grade 6th unit movies  
Open the box



3rd grade  
Group sort

### Nlfr76

Turkey < >



Household Items EGG (Ed...  
Whack-a-mole



Sports Bilsem EGG Educa...  
Find the match



Animals 1 EGG (Educatio...  
Anagram



My House Bilsem EGG (E...  
Gameshow quiz



In my city Bilsem EGG (Ed...  
Airplane

## LEARNING ACTIVITY-5

### OBJECTIVE

To make students come prepared with the work to be given to the class, the classic method of "teacher tells the lesson, the student learns" slogan "student prepared by studying the subject comes to the lesson, the teacher eliminates the deficiencies" to change. Thus, to prevent teachers 'professional burnout, to provide motivation, to make students' learning permanent.

### RESEARCH

- ✓ Ensuring that students learn in a motivated way so that teachers can cope with stress
- ✓ Providing permanent learning in students, detection of unusual methods other than classical methods
- ✓ Student-centered teaching methods

## GENIUS HOUR – UZMANLAŞMA SAATI

**Target of the Activity:** Individual and Group Activity (All Teachers and School Directors)

**Number of Sessions:** -

**Duration:** One lesson hour

**Material:** Teacher lecture video, problem solving, group work, research, collaboration, drawing and producing

### PROCESS

- The students follow the recorded courses as homework and do their work in the classroom. Transformation of lessons, that is, students follow and listen to their lessons as homework, and the teacher devotes class time to in-class ACTIVITIES previously done by students; problem solving, group work, research, collaboration, drawing and producing. Making classes in a laboratory or studio, but also transferring content.

### DESCRIPTIONS -1

**Rules:**

- ✓ Teaching the subject as a homework and giving the videos to the students

- ✓ All the related applications are done in the classroom
- ✓ Teacher observation and guidance of students

## EVALUATION

Since the student is informed about the subject that will be covered in the next lesson, the teacher discusses the subject with the students for the future, and takes the opinions of the students and starts to play only at the points they are missing and it leads to a better situation for education.

### Advantages:

Applicability

Increasing motivation for the lesson

Ensuring permanent learning in students

Ability to guide teachers

## APPENDIX



## 4. MODULE ROMANIA

### CREATING POSITIVE SCHOOL CULTURE

#### MODULE PREPARATION TEAM

**Romanya Group** – Module for Creating Positive School Culture

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## DESCRIPTIONS

	<b>ÖMTEY</b>
<b>FIELD</b>	Creating Positive School Culture
<b>THE NAME OF THE MODULE</b>	Positive School Culture
<b>DESCRIPTION OF THE MODULE</b>	Describes the ACTIVITES of creating positive school culture within the scope of Teachers Prevention Methods for Professional Burnout
<b>THE OBJECTIVE OF THE MODULE</b>	At schools: To create a positive school culture by strengthening the communication between the administrators - parents - students - To develop ACTIVITES that will contribute to the fight against the professional burnout of teachers.
<b>EDUCATION-TRAINING ENVIRONMENTS AND EQUIPMENTS</b>	School, Home
<b>MEASUREMENT AND EVALUATION</b>	After each activity in the module, you will assess yourself by measuring the knowledge and skills you have gained with the given measurement tools. Teacher; At the end of the module, you will apply a measurement tool and will evaluate and evaluate the knowledge and skills you have gained about the module.

## **LEARNING ACTIVITY-1**

### **OBJECTIVE**

Increasing corporate communication by reducing stress.

### **RESEARCH**

- ✓ The first reason for teachers' professional burnout can be seen as stress.
- ✓ The ways of coping with stress nowadays are faced with many different applications.
- ✓ Below you will find the Smile Social Smile”technique, one of the methods of coping with stress.

### **SOCIAL SMILE – SOSYAL GÜLÜMSEME**

**Target of the Activity:** Group Activity (All Teachers and School Directors)

**Number of Sessions:** 1

**Duration:** All Day

#### **Material:**

Smile

Smile is a key that opens every door in communication.

People who communicate with smiles are almost unlikely to fail to convince, message and calm down. You can earn the trust of others by smiling. Smile brings tolerance. Smile makes up for mistakes in society. Smile makes you feel good. Smile reduces pain. Smile makes you feel better. Smile helps you hide your true thoughts. There is no heart door that a sincere, sincere, genuine smile cannot open.

One of the most important gains in the on-the-job observation activity related to creating a positive school culture is that one should first make changes in himself / herself.

The communication of teachers, administrators and students with each other with a smile will strengthen the communication and eliminate many problems that may arise and increase the workload and the success of all employees and students.

In the light of the above information, the activity that we will call Social Smile can be recommended as an activity that students and teachers can continue both at school and out of school.

At the end of this activity, the participants will understand the necessity of a sincere smile and what they can solve and will understand the importance of smiling to the people they will meet in their daily lives or at school.

The participants will tell you the benefits of smiling and what they can gain during the day.

### **PROCESS**

- ✓ Educator primarily describes the benefits of smile and its effects on daily life.
- ✓ Shows a presentation prepared with visuals.
- ✓ Participants first watch their own smiles in front of the mirror.
- ✓ They try to compare sincere smile and artificial smile.
- ✓ The participants are then asked to introduce themselves with a smile. The group members are asked to evaluate the speaker.
- ✓ Meeting, shopping, etc. they are asked to create fictitious dialogues and make these dialogues first with a smile and then with a smile, and participants are asked to compare these two dialogues.

### **EVALUATION**

With this activity, teachers and administrators will have the opportunity to get to know themselves through the eyes of others and this will improve their empathy skills. Recognize the positive effects of communication through smile.

#### **Advantages:**

Applicability

Developing empathy

Strengthening communication

Increasing motivation

**APPENDIX**





## **LEARNING ACTIVITY-2**

### **OBJECTIVE**

Increasing Corporate and Individual Communication and Reducing Stress

### **RESEARCH**

- ✓ People are nervous at first meeting and cannot express themselves as they are.
- ✓ Any common activity will accelerate the process of meeting people.
- ✓ Group ACTIVITES can be organized for this purpose.

### **ICE BREAKING ACTIVITIES**

**Target of the Activity:** Group Activity (All Teachers and School Directors)

**Number of Sessions:** 1

**Duration:** Periodically

**Material:** Various ACTIVITES

It may take time for people to be ready for each other or for their work. First, everyone weighs each other and the environment, there is nothing wrong with the environment and make sure that the other people aren't threat for him/her, s/he begins to open himself and of course his ideas. These are events that allow people to break the ice between them and warm up to each other to get their real contribution in meetings or interactive attendance.

Two examples of ice breaking ACTIVITES are given below.

### **MY AVATAR**

The main purpose of this event, although people know each other during the day, they can behave differently with their emotions such as angry, tired, and cheerful and so on.

On the basis of this activity, avatars expressing emotions were chosen and it was aimed for people to express their feelings.

### **PROCESS**

- ✓ The trainer first describes the benefits of ice-breaking ACTIVITES and their impact on daily life.

- ✓ The presentation prepared with visuals can be watched to the participants.
- ✓ Participants first draw faces that express various emotions.
- ✓ A board is prepared in which these statements are hung.
- ✓ Then everyone is asked to pick the avatars on this board for related to themselves.
- ✓ He is asked to tell what he thinks of his friend who has chosen any avatar.

#### **IF YOU TOUCH, YOU FAIL**

- ✓ A long rope is used for this activity. Participants are asked to hold the rope with both hands.
- ✓ It is desirable to drop a ring (about 15 cm in diameter) to be left at the end of the rope from the other end of the rope without touching it. A hand touching the ring will be added to the total time as 5 seconds, thus it will be calculated the duration of the team's.
- ✓ Before the trial, every team is given permission 10 minutes. When they say they are ready, the application is made and is calculated their time. The fastest time is 8 seconds in this activity.

#### **EVALUATION**

Through these ACTIVITES, educators understand and evaluate the benefits of doing ice breaking ACTIVITES and their impact on their daily lives and find the opportunity to evaluate. They can better understand each other and evaluate their communication individually.

#### **Advantages:**

Applicability

Developing empathy

Strengthening communication

Increasing motivation

APPENDIX



## LEARNING ACTIVITY-3

### OBJECTIVE

Providing self-audit / self-control, improving individual communication

### RESEARCH

- ✓ Life can be very intense, superfluous, too complicated and frustrating.
- ✓ Being able to realize what is happening in ourselves and around us as much as possible and respond to the effects as much as possible improves us and increases communication.
- ✓ Group ACTIVITES can be organized for this purpose.

### MINDFULNESS EVENTS

**Target of the Activity:** Group Activity (All Teachers and School Directors)

**Number of Sessions:** 1

**Duration:** Periodically

**Material:** Breathing Techniques and Various ACTIVITES

**Mindfulness** is the ability to be aware of where we are, what we are doing, what is happening around us and what is happening inside us. Mindfulness is in fact a natural ability of human beings but weakened by the evolving mind of our evolving mind. We can reinforce this ability with Mindfulness practices. At one point, this is like a muscle, Mindfulness improves our ability to be as we strengthen our muscle and we provide clarity and clearness in our minds. So we have the chance to realize our purpose in life, the behaviors that will transform us, moment by moment.

These moments sometimes lead us to capture a beauty, peace that we often do not realize, and sometimes to manage better the difficulties and stressful moments in our lives.

You become “Mindful” every time you bring your attention to the sensations you are experiencing without judging, or every time you consciously notice the emotions you experience. Many studies show that doing so continuously changes the structure of your brain physically. There are many ways to improve this skill. Breathing technique is one of them.

It is a very effective method to make our movements slow and feeling every muscle while doing sports.. (Pilates can provide this skill.)

The benefits of Mindfulness technique can be listed as follows

- **Better understanding of pain and emotions**

It is certain that pain is a part of life and that we cannot escape it, but with Mindfulness Practice we can reduce the effect of pain on us. Practice allows us to reshape our relationship with mental and physical pain. In the same way, we create an area where we know and understand our feelings better... In this way, we become less identifiable with emotions and have less immediate emotional responses.

- **Building better relationships**

Have you ever looked at your friend, your spouse, your child, your colleague with blank eyes and realized that you had no idea what they were saying? Mindfulness Practice allows us to give full attention to a point or person. At the same time, it provides us with a more healthy response to the stresses of relations and skillfully transferring our feelings to the other person. In this way, more satisfactory relations emerge.

- **Reducing stress**

Excessive stress is known to cause many diseases today. Many studies have shown that Mindfulness Practice reduces stress. A survey in 2010 showed that individuals who completed the 8-week Mindfulness-Based Stress Reduction Program exhibited less anxiety, depression, and stress symptoms than those who did not receive Mindfulness training.

- **Mind focusing**

It can be frustrating to see that the mind is disintegrated and pulled away while doing something.

Mindfulness Physical and Mental Listening Therapy which was practiced by people, seen that they were more easily focused and less affected by distractions.

- **Reducing internal dialogue**

We have a voice in our minds that speaks, comments, judges and never leaves us alone... Mindfulness provides us an area where we can get away from this sound.

## **PROCESS**

- ✓ The trainer primarily describes the benefits of breathing techniques and their impact on daily life.

- ✓ The presentation prepared with visuals can be watched to the participants.
- ✓ Then the trainer performs the exercises following the steps below.

### **Awareness exercise**

- ✓ Sit with your back straight and relaxed, release your shoulders, legs and feet facing straight, put your hands on your knees, take a deep breath and close your eyes if you want.
- ✓ Focus on your breath, don't change your breathing, just focus on the breath and the things that are in your body while breathing, the air entering your body, the heat, expansion and expansion of your chest with air, your chest lattice, air flow and so on.
- ✓ It is natural that thoughts come to your mind, that something else draws your attention and takes your breath away from your breathing. Notice these thoughts and focus your attention again on your breathing
- ✓ Don't judge yourself about distractions or make an effort to avoid thinking, all you have to do is realize that your mind has shifted to another topic, accept it naturally and focus on your breathing again.
- ✓ Repeat this awareness exercise for 5 or 10 minutes a day. The more you do this exercise, the more attention will increase.

### **Observation game**

Select any object near you (pencil, computer mouse or tie) and focus on it for one minute. Pretend you're seeing it for the first time. Pay attention to its shape, texture and structure. This exercise can help you to free your mind and reconnect with everyday objects around you.

### **Stay at the Moment**

Choose something you always use (for example, the kettle in the office kitchen) and use it as the focal point for one minute of awareness. Think about how you feel on your skin, how it works, and what you use it for. For example, imagine how a kettle can boil water within minutes, and how lucky you are to have access to clean water and electricity.

### **Take a break in nature**

You may need to get up and leave your desk and you will feel much better. When you're out for a coffee or lunch break, take a walk alone in a nearby park

or green area. If possible, leave your phone and other electronic devices in the office and use this time to focus and listen to nature. This will be a healthy exercise for both your mind and body, as you will benefit from physical movement and the chance to get fresh air.

## **EVALUATION**

You will be able to evaluate yourself by applying these ACTIVITES individually.

### **Advantages:**

Applicability

Strengthening communication

Provide self-control

## **APPENDIX**



## **LEARNING ACTIVITY-4**

### **OBJECTIVE**

Support for Professional Development

## **RESEARCH**

Teaching profession is a profession that requires the teacher to improve himself / herself constantly.

Teachers need to contribute to their professional development and acquire skills to cope with the challenges they face. For this purpose, the projects that will be prepared both at school, at national and international platforms will contribute to the teachers.

## **PROJECT PREPARATION METHODS AND TECHNIQUES**

**Target of the Activity:** Group Activity (All Teachers and School Directors)

**Number of Sessions:** 1

**Duration:** 20

**Material:** Presentation tools

### **What is a project?**

They are strategic plans aiming at success in the medium and long term.

They are the smallest independent units of any plan that can be analyzed and evaluated.

They are selected from the alternatives available and optimally formulated planning.

### **Preparing Project**

Projects are scientific studies conducted in order to direct students to research, to increase their sensitivity to problems that occur in their environment, to gain research awareness, to encourage and to identify the students who are capable of these issues. Project competitions are held by TUBITAK in our country currently. In addition, some private organizations (Istanbul Fatih College, MEF Institutions, various environmental competitions, especially related to the environment) are organizing various project competitions. Projects are generally held; Computer, Biology, Mathematics, Physics, Chemistry and environmental fields.

Some principles are taken into consideration to success the projects: The presentation of the project drafters, originality of the project subject, and regular preparation of the project text, applicability, economic and scientific success are very important. A project report is prepared about the project.



This report should provide information about the project and shed light on similar projects. Since the report is a scientific resource, accuracy is essential.

**A project report consists of the following sections.**

a) The aim of the project

Why we do the project is written briefly.

**b) Introduction**

The previous studies related to this section are explored in this section. The results are extracted and examined. Methods are determined. A kind of literature summary is prepared and the subject of the project is introduced. A good introduction brings scientific and interest to the project. Therefore, it is necessary to do good research and use strong resources for the introduction.

**c) Materials and Methods**

How the project work is carried out, which techniques are used and which tools and equipment are used should be stated in this section. Because material selection and used technique is an expression of science.

**d) Conclusion and Discussion**

The results should be collected regularly at the end of the study. Especially, using graphs, tables, figures and images is very important for expressing the data clearly. The reasons for the results and comparison of these results with previous studies should be made. The reasons should be clearly stated. In the conclusion part, the project should be interpreted and it should be provided to shed light on new projects.

**e) References**

It is one of the basic principles to give the resources used in the project to gain scientificness and accuracy. These should be written in accordance with the literature rules.

**PROCESS**

- ✓ In the light of the above information, a project preparation seminar is given to the teachers.
- ✓ Teachers are informed about the projects that can be prepared both within the school and within the programs of national (KOP etc.) or international organizations (ERASMUS etc.).

- ✓ For these projects, project teams are formed in schools and teachers are involved in these projects by making joint decisions with the school administration.

## EVALUATION

As a group activity, teachers capture team spirit by conducting project preparation ACTIVITES at local or national level.

They will learn how to overcome the difficulties they will face in preparing a project and will be able to evaluate themselves by having information about all phases of a project.. It contributes to personal and professional development.

### Advantages:

Applicability

Strengthening communication

Problem solving skills

Personal and professional development

## ANNEX



## 5. MODULE: FINLAND

**ADOPTING ACTIVE LIFE STYLE,  
RIGHT NUTRITION,  
GAINING HABITS, DEVELOPING SCHOOL CURRICULUM,  
MIND COACHING MODULE**

### **MODULE PREPARATION TEAM**

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## DESCRIPTIONS

	ÖMTEY
<b>FIELD</b>	Leading active life, Gaining the Right Nutrition Habits, Curriculum Development, Mind Coaching
<b>THE NAME OF THE MODULE</b>	Adopting Active Lifestyle Gaining the Right Nutrition Habits Developing School Curriculum Mind Coaching
<b>DESCRIPTION OF THE MODULE</b>	Adopting active lifestyle in scope of Erasmus+ project 'Methods of Preventing Professional Burnout for Teachers', Gaining right nutrition skills, developing curriculum Gaining the skills of healthy mind structures.
<b>THE OBJECTIVE OF THE MODULE</b>	At schools: To reduce stress in Student Administrator - Teacher - Parent communication, to manage stress, to gain positive thinking skills, to predict the problems that may occur, to gain the ability to cope with this, to increase motivation by removing the mind from negative emotions, to enter the class more fit and efficient way to gain healthy eating skills to adopt active life, to contribute to curriculum development, to increase teacher motivation and to create a positive school environment.
<b>EDUCATION- TRAINING ENVIRONMENTS AND EQUIPMENTS</b>	School, Home, Gyms, Nature
<b>MEASUREMENT AND EVALUATION</b>	After each activity within the module, the knowledge and skills acquired are measured through self-assessment and self-evaluation.

## **LEARNING ACTIVITY-1**

### **OBJECTIVE**

To embrace sports in our lives and to adopt an active lifestyle.

### **RESEARCH**

- ✓ The first reason for teachers' professional burnout can be seen as stress.
- ✓ The ways of coping with stress are encountered in many different applications today.
- ✓ You will find nature walks and sporting ACTIVITIES that deal with stress below.

### **HIKING**

**Target of the Activity:** Group Activity (All Teachers and School Directors)

**Number of Sessions:** Periodically

**Duration:** 60 minutes

**Material:** Sportswear

It will enable teachers and administrators to establish more healthy relationships between each other and to maintain the standards of healthy living. In this context, individuals will gain personal gain in terms of health as well as social gain. The most important gain of this activity is to refresh the mind with fresh air and plenty of oxygen, to free itself from problems and to gain mental health.

At the end of this activity, it is ensured that the communication is strengthened among the colleagues, stress is reduced, a healthy life consciousness is obtained and motivation is increased.

### **PROCESS**

Our teachers gather in the school yard and go to the walking area. They walk there to provide both physical and mental relaxation.

## EVALUATION

This activity contributes to better communication with our colleagues and to work in a peaceful environment. This activity reduces stress and increases positive thinking. It's easy to apply.

### **Advantages:**

Applicability

Adopting an active lifestyle

Improving communication among colleagues

Increasing motivation

## APPENDIX



### **LEARNING ACTIVITY-3**

#### **OBJECTIVE**

To gain healthy eating habits as a supportive factor in active life and to contribute to the growth of healthy generations.

#### **RESEARCH**

- ✓ The positive effects of healthy eating on the human mind are undeniable.
- ✓ Healthy nutrition is the basis of healthy life.
- ✓ Expenditures for a healthy life are not higher than those spent in case of illness.
- ✓ Therefore, when healthy eating skills are acquired, human life will provide a positive development in all areas.

#### **CORRECT NUTRITION ACTIVITIES**

**Target of the Activity:** Group Activity (All Teachers, School Directors and Students)

**Duration:** Continuously

**Material:** Kitchen tools, healthy food

The positive effect of gaining proper eating habits on physical and mental health is evident. It is known that healthy and natural nutrition, which is the most important factor supporting active life, affects the personal life as well as the professional life. By improving the equipment of the kitchens in our schools, it is ensured that teachers prepare and consume healthy food.

#### **PROCESS**

- ✓ Essential kitchen tools are provided for school kitchens.
- ✓ Teachers buy natural and nutritious foods.
- ✓ In the school kitchen, healthy food is prepared with the help of volunteer teachers and / or school staff.
- ✓ In this way, harmful consumption of harmful junk food is avoided and healthier students are encouraged through healthier teachers.

## **EVALUATION**

A healthy person feels more fit and energetic. It is more conducive to adopting an active lifestyle. A person who feels physically well is more psychologically happy. If this activity is implemented in educational institutions, which are the most important organs of a country, the positive change in society starts from seed. Teachers direct their students to it if they feed themselves well. If our students are sensitive about healthy nutrition, our future is ready for healthy generations.

### **Advantages:**

- ✓ Applicability
- ✓ Developing the awareness on healthy nutrition
- ✓ Improving peer-to-peer communication
- ✓ Improving motivation



**APPENDIX**



## **LEARNING ACTIVITY-4**

### **OBJECTIVE**

Consideration of physical and relaxing activities and development of these techniques in the curriculum.

### **RESEARCH**

Ensuring the motivation and readiness of the students before starting the lesson is an important factor in increasing the efficiency of the lesson. Ensuring that students have a healthy mind structure also allows for a better understanding of the lesson.

### **CURRICULUM DEVELOPMENT METHODS AND TECHNIQUES**

Target of the Activity: Students

Number of Sessions: Her gün ilk ders

**Duration:** Dersin ilk 5 minutessı

### **PROCESS**

- ✓ Curriculum development gains include methods to reduce stress and develop a curriculum strategy for healthy life. These methods are the skills related to having a healthy mind structure.
- ✓ One of the topics that can be included in the curriculum is to include physical activity in the classroom activities.
- ✓ For example, a song or a game that requires physical movement is provided to achieve this outcome.
- ✓ In the first five minutes of the lesson, stretching movements are performed together with the students and then the class is passed.

### **EVALUATION**

This activity is applicable every day at all levels of education. It does not require material and it does not take much time. Despite these conveniences, it has the potential to provide a great benefit in terms of the efficiency of the lessons and freeing the students' minds.

#### **Advantages:**

- ✓ Easy to apply
- ✓ Increasing students' motivation for lessons
- ✓ Strengthening communication between teacher and student

## 6. MODULE MACEDONIA

HEALTHY COMMUNICATION BETWEEN SCHOOL STAFF, PARENTS AND STUDENTS IN SCHOOL

### MODULE PREPARATION TEAM

**Makedonya Group** – Healthy Communication between School Staff, Parents and Students at School

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## DESCRIPTIONS

	ÖMTEY
<b>FIELD</b>	MODULE 4: Communication
<b>THE NAME OF THE MODULE</b>	Healthy Communication between School Staff, Parents and Students at School
<b>DESCRIPTION OF THE MODULE</b>	Strengthening Communication by Removing Communication Barriers Within the Scope of Teachers' Prevention Methods for Professional Burnout / Preventing Professional Burnout
<b>THE OBJECTIVE OF THE MODULE</b>	Establishing positive communication between the administration, teachers, parents and students in spite of all kinds of negativity
<b>EDUCATION-TRAINING ENVIRONMENTS AND EQUIPMENTS</b>	Classroom, Common Areas Of school, Home, Out of School Environments
<b>MEASUREMENT AND EVALUATION</b>	At the end of the training activities, teachers and administrators will evaluate their current situation.

## **LEARNING ACTIVITY-1**

### **OBJECTIVE**

Effective Professional Communication

### **RESEARCH**

- ✓ One of the reasons for teachers' professional burnout is communication problems.
- ✓ Methods of prevention of burnout are encountered in many different applications.
- ✓ In order to reduce communication problems, it is necessary to strengthen the link between the school directors, teachers, parents and students

### **SESSION 1: MOTIVATION MEETINGS**

**Target of the Activity:** Group Activity (Teacher-School Director – 70 people)

**Number of Sessions:** -

#### **Learning targets:**

At the end of this training, participants will be able to;

- ✓ See the communication deficiencies in himself/herself,
- ✓ Communicate effectively with the school director and the teacher in order to solve the problems,
- ✓ Set goals for effective communication,
- ✓ Identify communication problems between school director and teacher at school.

**Duration:** 1 Month

**Material:** ICT tools, social media, periodicals, circulars and regulations issued by MOE (Ministry of Education)

### **PROCESS**

- ✓ Analysis is done about communication problems. In this problem, our own errors are detected and solutions are produced. In cases where no solution can be found, opinions are exchanged with colleagues, administrators and guidance teachers. Questionnaires and interviews are conducted among the stakeholders.

- ✓ A team is formed to improve communication within the school. With the planning of this team, various organizations are planned and the process is initiated. Activities are planned monthly. Circulars and regulations of MOE (Ministry of Education) are also taken into consideration in planning. The implementation of planning is followed. Once a week, the school administration and teachers come together. The successful work of the school administration teachers is rewarded with plaques, certificates and verbally at the meetings. Gifts are presented on special days (birthdays, teachers' day, weddings, etc.).

**Group rules:**

- ✓ Working as a team
- ✓ Listening to each other
- ✓ Fairness

**ACTIVITY (1.2.3, etc.)**

- ✓ Creating a school communication team
- ✓ Identifying problems between teacher and school director
- ✓ Meeting
- ✓ Special day celebration organisation

**EVALUATION**

Studies are carried out to identify the problems first. Solutions for the identified problems are evaluated. Appropriate solutions are actively implemented.

**Advantages:**

Applicability

Increasing corporate communication

Increasing motivation

Effective communication

**APPENDIX**



## LEARNING ACTIVITY-2

### OBJECTIVE

Effective Professional Communication

### RESEARCH

- ✓ One of the reasons for teachers' professional burnout is communication problems within the school.
- ✓ Tükenmişliği önlemleri Methods of prevention of burnout are encountered in many different applications.
- ✓ In order to reduce communication problems, it is necessary to strengthen the link between the administrators, teachers, parents and students.

### SESSION 2: PROFESSIONAL SOLIDARITY

**Target of the Activity:** Group Activity (Teacher-School Directors – 70 people)

**Number of Sessions:** -

#### Learning targets:

At the end of this training participants will be able to

- ✓ see the communication deficiencies in himself/herself,
- ✓ communicate effectively with the administration and the teacher in order to solve the problems,
- ✓ set goals for effective communication,
- ✓ identify communication problems between administration and teacher in school.

**Duration:** 1 Month

**Material:** ICT tools, social media, periodicals, circulars and regulations issued by MOE (Ministry of Education).

### PROCESS

- ✓ Event analysis is done about the communication problems we have between teachers. In this problem, our own errors are detected and solutions are produced. In cases where no solution can be found, opinions are exchanged with colleagues and guidance teachers. Questionnaires and interviews are conducted among the stakeholders.



- ✓ A team is formed to improve teachers' communication within the school. With the planning of this team, various organizations are planned and the process is initiated. Activities are planned monthly. The implementation of planning is followed. Teachers meet once a week. On special days (birthdays, teachers' days, weddings, condolences, etc.), gifts are given.

Group rules:

- ✓ Working as a team
- ✓ Listening to each other
- ✓ Fairness

ACTIVITY (1.2.3, etc.)

- ✓ Creating a teacher communication team
- ✓ Identifying problems among teachers
- ✓ Meeting
- ✓ Special day celebration organisation
- ✓ Cultural and touristic trips in and out of the city
- ✓ Internal and inter-institutional sports activities

## **EVALUATION**

Studies are carried out to identify the problems first. Solutions for the identified problems are evaluated. Appropriate solutions are actively implemented.

### **Advantages:**

Applicability

Strengthening corporate communication

Increasing motivation

Ability to plan a joint activity

**APPENDIX**



## **LEARNING ACTIVITY-3**

### **OBJECTIVE**

Stress Reduction

### **RESEARCH**

- ✓ One of the reasons for teachers' professional burnout is their communication problems with students.
- ✓ Parent participation is important for problems with students. Individual differences of students can be
- ✓ Learning the individual differences of the students will ease the communication with the student and reduce the stress of the teacher.

### **SESSION 3: PARENTS WITH US**

**Target of the Activity:** Group Activity (Teacher-Parent – 60 people)

**Number of Sessions:** -

#### **Learning targets:**

At the end of the training, participants will be able to;

- ✓ communicate effectively between teachers and parents in order to solve problems,
- ✓ set goals for effective communication,
- ✓ identify communication problems between teachers and parents.
- ✓ Take precautions without incurring problems by involving parents

**Duration:** 8 Months

**Material:** ICT tools, social media

### **PROCESS**

- ✓ Parents are invited to the school at least 5 times a year to increase communication between teachers and parents. A voluntary group of teachers is formed to organize these meetings. This group organizes the process. Parents participating in the meeting have the opportunity to see the communication between their children and their teachers one-to-one. Parents who witness this environment have the chance to empathize with the positive or negative situations experienced by the teachers.

- ✓ At the end of the teacher-parent interviews, they can comprehend the individual differences of the students and approach them according to their personal characteristics. Thus, precautions are taken without any communication problems that may occur in the school environment.
- ✓ In addition to regular meetings, parents are also contacted in case of problems. First of all, parents are informed about the problem through various communication tools. The parent is then invited to the school to discuss the matter in detail. In this process, if the parent does not respond to the invitation, the school guidance counsellor and / or the class guidance counsellor goes to the parent's address and tries to discuss the problem.

## **EVALUATION**

Studies are carried out to identify the problems first. Solutions for the identified problems are evaluated. Appropriate solutions are actively implemented.

### **Advantages:**

Applicability

Strengthening corporate communication

Increasing motivation

## **LEARNING ACTIVITY-4**

### **OBJECTIVE**

Being Happy at School

### **RESEARCH**

- ✓ The fact that the teacher really knows the student and improves the dialogue with the student ensures that the negativities that can be experienced are solved without experiencing.
- ✓ The teacher should have an effective and problem-free communication with the students in order to feel comfortable in the classroom environment.
- ✓ Even addressing the student by name will be the beginning of a good communication.
- ✓ It is very important that the student likes the teacher in the course success. It is a fact that the student is successful in the lesson of the teacher he loves. On the other hand, the motivation and success of the teacher is higher in a class that the teacher likes.

### **SESSION 4: I KNOW MY STUDENTS**

**Target of the Activity:** Group Activity (Teacher-Student – Public)

**Number of Sessions:** -

**Learning targets:**

At the end of this, participants will be able to;

- ✓ communicate effectively between teacher and student in order to solve problems,
- ✓ set goals for effective communication, such as learning the names of students
- ✓ identify communication problems between teachers and students.

**Duration:** 2 Months

**Material:** Verbal communication, social media, name cards.

### **PROCESS**

- ✓ First impressions are important in teacher-student communication. The judgment of the student at the first meeting does not change easily. For this reason, the positive approach of the teacher in the

acquaintance process, the determination of the commitment and the importance of the course affect the student positively.

- ✓ Students and teachers should be able to come together not only in classrooms but also in common areas within the school and outside the school, and be able to continue sharing with various communication tools. For this purpose, various cultural, artistic and sports activities are carried out with the students on a voluntary basis, especially outside the school.
- ✓ Students are prepared for local, national and international representation and competitions. The achievements shown here also increase student-teacher communication. Essentially, the process itself contributes to positive communication

## **EVALUATION**

The teacher attaches importance to the first acquaintance process with the students. Contributes to a healthy communication environment by planning joint activities.

### **Advantages:**

Applicability

Increasing motivation

Strengthening corporate communication

Providing social interaction

## APPENDIX

