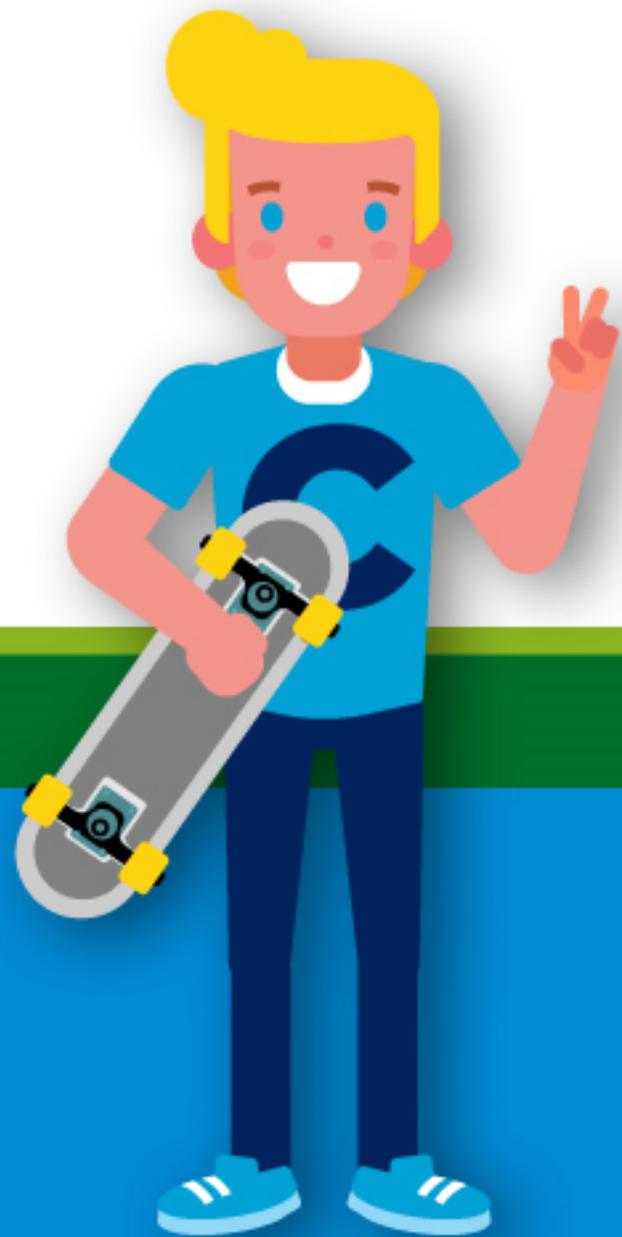




2 COPING





2

Coping is a complex process that can be defined as “constantly changing the cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person”

(Lazarus & Folkman, 1984).



2

COPING

COGNITIVE BEHAVIOUR MODIFICATION
CONFLICT RESOLUTION
ASSERTIVENESS AND COMMUNICATION
MENTAL HEALTH LITERACY

MINDFULNESS PRACTICE



2

COGNITIVE BEHAVIOUR MODIFICATION



COGNITIVE BEHAVIOUR MODIFICATION

2

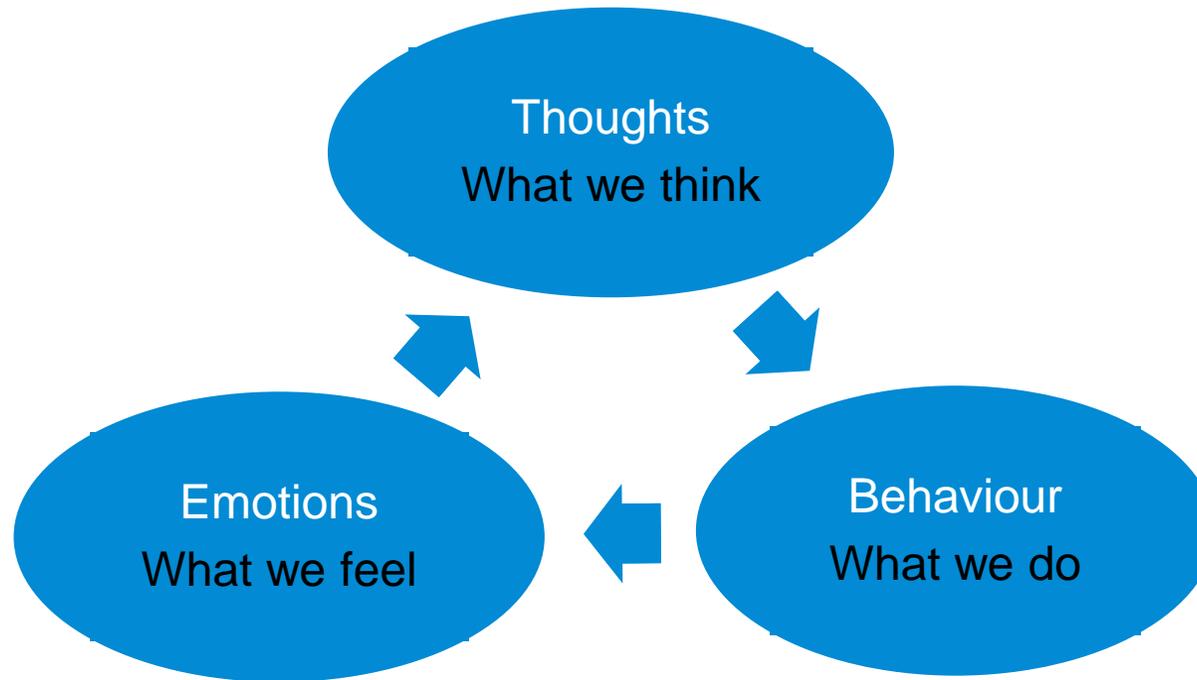
Cognitive Behaviour Modification focuses on identifying dysfunctional thoughts to change the emotions and behaviour, including:

1. Understanding our own thoughts, feelings and actions.
2. When necessary, changing the way of thinking to affect the emotions and behaviour.
3. Realising that when the emotions and behaviour change, so do the thoughts.



COGNITIVE BEHAVIOUR MODIFICATION

2





Topics to be discussed in class

2 Anna is in the schoolyard. She notices that Sara and Sophie are playing a fun game. Anna asks if she can join them, but they answer: “Not right now. We are having so much fun right now – just the two of us.” Anna thinks to herself: “They don’t want to include me. They don’t like me. I don’t have any friends who like to be with me.” Anna feels lonely and sad, and she walks quietly back to her class.

Discuss the following:

- Which other thoughts could Anna think instead? (Try to think of several alternatives).
- How would these thoughts made her feel?
- What would these thoughts made her do?



2

CONFLICT RESOLUTION



CONFLICT RESOLUTION

2

Conflicts occur in situations where the activities, feelings or intentions of the parties involved are incompatible. A constructive conflict resolution prevents negative consequences such as unacceptable behaviour or bullying at school



The process of learning to resolve conflicts constructively comprises four elements:

1: Understanding the character of conflict and its causes and identifying its possible benefits.

2: Choosing the right resolution strategy.

3: The ability to prioritise

4: Negotiation to solve the problem

2



Student exercises. Different kinds of conflicts

2 A strategy to enhance conflict resolution: improve our understanding of the essence of conflict in a given environment. Give examples of the most common reasons for conflict between:

- Students (group 1)
- Students and teachers (group 2)
- Class and form teacher (group 3)
- Parents and teachers (group 4)
- Children and parents (group 5)



2

ASSERTIVENESS AND COMMUNICATION STRATEGIES



ASSERTIVENESS AND COMMUNICATION STRATEGIES

2

Assertive communication relies on the ability to express the positive and negative ideas and feelings in an open, honest and direct way. At the same time, this form of communication respect your rights and those of the others (Maisel, Gable, & Strachman, 2008).

Assertiveness is based on balance. You say what you need to say firmly, fairly and with empathy but you consider the needs and wants of others.



2

To communicate assertively means:

Saying what you think and feel without demeaning or hurting others.

Communicating in an open-minded, honest and direct manner.

Basing the communication on yourself; using “I” instead of “you”, thus avoiding direct confrontation.

Consistency in speech, body language and tone.

Respecting others and still being able to set your own limits.



2

4 types of communication styles

- **Passive**
- **Aggressive**
- **Passive-aggressive**
- **Assertive**

Student exercises.



2

Below is the list of nine bad habits in listening. Find a bad listening behaviour of which you might be guilty when communicating with others and write it in your notebook:

- I interrupt often or try to finish the sentences of others ...
- I jump to conclusions ...
- I am often too paternalistic and answer with advice, even when not requested ...
- I make up my mind before I have all the information ...
- I do not give any response ...
- I am impatient ...
- I lose my temper when I hear opinions with which I do not agree ...
- I try to change the subject to something that relates to my own experiences ...
- While the other person is speaking, I think more about my reply than of what he or she is saying ...



2

MENTAL HEALTH LITERACY



MENTAL HEALTH LITERACY

2

Mental health literacy refers to the “knowledge and beliefs about mental disorders, which aid their recognition, management or prevention” (Jorm et al., 1997).

→ In UPRIGHT we will focus on providing the information on anxiety and depression and strategies to cope, because these are two of the most common disorders during adolescence. Approximately half of the adolescents diagnosed with depression also suffer from anxiety disorder. A large European study (Polanczyk et al., 2015) assessing approximately 12,000 adolescents from 11 countries has estimated the prevalence of anxiety disorder in youths as 5.8%. They have also found some anxiety symptoms in 32%, depression in 10.5%, and some depression symptoms in 29.2% of the adolescent populations.



How to prevent teen depression (Smith et al., 2018)

2

Being well informed

Doing exercises

Connecting

Sleeping well

Eating healthily

Understanding the negative thinking patterns



How to prevent teenager anxiety

2

Obtain information about the feared situation or object.

Use positive self-talk when faced with the feared situation

Practice relaxation techniques to control physical arousal.

Practice mindfulness to control the focus of your attention

Disclose your fears to someone you trust

Believe that you can control, and shape your own life



Student exercises

2

Sometimes feelings of anxiety and depression come together. Do you know what the typical feelings of DEPRESSION are? A list of typical feelings experienced during depression is shown below. Write down YES if you know about these feelings or NO if you do not.

- Losing interest and motivation to do things that used to be enjoyable. YES or NO
- Lack of interest in meeting people. YES or NO
- Difficulty in concentrating on schoolwork, leading to falling grades. YES or NO
- Tiredness aches and pains. YES or NO
- Difficulty in sleeping or sleeping more than usual. YES or NO
- Feeling more hungry or less hungry than normal. YES or NO
- Feeling useless, worthless and unloved. YES or NO
- Pessimistic thoughts about the future YES or NO
- Thoughts of death and acts of self-harm. YES or NO

Thank you!



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