TOGETHER AGAIN
P R O J E C T

THE DEVELOPMENT OF SOCIAL AND EMOTIONAL COMPETENCES IN SECONDARY EDUCATION.

HANDBOOK FOR TEACHERS

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Project title: TOGETHER AGAIN - Practical techniques for relearning interpersonal relationships and fostering psychosocialdevelopment in the post-Covid 19 era.

INTRODUCTION

Emotions influence the way we learn, the decisions we make, the relationships we nurture, our daily activities, and the way we perceive our world. They are linked to our ability to think and reflect on our every interaction with ourselves and others. Emotions play a key role in controlling how we feel, how we think, and how we act.

Emotional intelligence (EI) is defined as our ability to understand our own emotions as well as the emotions of those around us, express our emotions as effectively as possible, and respond to others' emotions appropriately based on the setting – personal or professional. and to use these emotions to make crucial decisions. It has a great influence on interpersonal relationships because humans are constantly interacting with others. After all, we are social beings, and emotional intelligence prepares us precisely to establish healthy contact with people and the environment around us.

Emotions are affective responses, arising from something real or imaginary in our environment, which modify our thoughts, expressions, and behavior. They are often used interchangeably, but we can recognize the difference and relationships between emotions, moods, and feelings.

Despite the central role of emotions in our lives, as a matter of science, they were considered substitutes; there is a long history of denying their importance in human life. Emotions are sometimes seen as a sign of weakness and have been neglected in homes, classrooms, playgrounds, and workplaces. Moreover, the difficulty of agreeing on a reliable, valid, and accessible scale to accurately measure emotions discourages taking it seriously as a skill set worthy of attention, research, and study. Developing emotional intelligence enables us to manage emotions effectively and prevent them from getting out of hand.

Teachers have the power to promote and use emotional intelligence to recognize the feelings students experience throughout the day and to inform classroom management and direct instruction.

By recognizing the signs of emotion in students, teachers can help young people relate to their physical experience of emotions, and recognize and discuss emotions with students as they lay the foundation for their self-regulation. Teachers can also use this information to identify when a classroom activity needs to be modified to better engage students.

This handbook has been written within the framework of the Erasmus+ project "Practical techniques for relearning interpersonal relationships and fostering psychosocial development in the post-Covid 19 era" or "Together Again" for Project Acronym. TOGETHER AGAIN aims to support European children and adolescents through a training plan that strengthens their intrapersonal and interpersonal skills and competencies by working on emotional intelligence, and psychosocial and affective development at a key moment for the establishment of these areas. Our vision is to alleviate the consequences of the isolation and social distancing that children have experienced as a result of the measures imposed to control the pandemic.

The project consists of a training plan that will implement the tools and resources proposed by Emotional Intelligence for the development of interpersonal and intrapersonal competencies in the target groups. These include virtual education, which has deprived children of social and emotional relationships with their peer groups. Our target groups are Secondary school students (12-16 years old) and Secondary school teachers.The final goal is to compensate for the deficits in their psychosocial development generated by the isolation and social distancing imposed for the control of the pandemic. Following these general lines, and to achieve the expected results, the partnership has planned and designed a meticulous plan.

We hope you find it useful and we wish you all the best in your journey as a teacher!

PARTNERS

The consortium consists of two types of organisations: training providers and secondary schools. Both profiles want to be part of the solution .and it fits the schools' need to harmonise the return to face-to-face training and the recovery of interpersonal relationships at a critical time for the protagonists.

POLAND

The High School in Limanowa no 1 is a coordinator of the Together Again project. It is a school with a rich history and traditions, one of the oldest and best in Limanowa county. The school teaches, educates, and inspires young people to be creative and stand out of the crowd. The teaching staff places particular emphasis on the comprehensive development of young people - not only education and upbringing to fundamental values but above all discovering talents and individual predispositions.

ARID has a great deal of experience in the project's proposal topic area. This association is a partner in the project in the frame of Erasmus+ School Education. ARID cooperates broadly with several universities and schools in Poland and is in charge of the correct sequence of the Together Again project.

SPAIN

INDEPCIE, the Institute for Personal Development, Entrepreneurship, Coaching and Emotional Intelligence is the partner responsible for support and guidance for secondary school teachers and young people, focusing on the development of interpersonal and socio-emotional skills.

Colegio Séneca in Cordoba, Spain is another partner, which aims to develop skills and emotional competencies among young people. All partners are aware of the emotional problems of our students, so we are happy to be able to share the results with our students and we hope this project will provide incredible materials and knowledge for our students.

PARTNERS

BULGARIA

Association of Young Psychologists in Bulgaria "4th April" is an informal association of students and young people, especially interested in psychology. Their main task in the project is to develop a "toolbox" and specialized methodology for teachers and students to face the consequences of three-year isolation. Young Psychologists assure that it is an amazing opportunity for cooperation and re-establishing the bond between the student and the teacher and the student-student.

A public school in Sofia, 93rd Secondary School „Aleksander Teodorov-Balan" expects to acquire language competencies, and new ideas not only for students but also for teachers. The partner has great experience in taking part in Erasmus+ programs, which allows the creation of educational spaces and strategies in favor of autonomy and social commitment

SLOVAKIA

CEDA Slovakia has significant experience in preparation and implementation of EU projects and thanks to experienced ICT staff also provides ICT support in projects in the field of Web-Design, Graphic Design, Programming, LMS implementation. CEDA is the main technological project partner, it is also the leading partner for dissemination activities and will develop all dissemination tools that will be used to promote the project.

ZS Fatranska, the Slovak school partner, will coordinate the tasks related to the implementation of the pilot testing phase. The pandemic results are the same in all countries, therefore the school in Slovakia is looking for a common solution to deal with the problems caused by Covid-19, which has a strong impact on interpersonal relations between students and teachers.

DEFINITION OF THE AREAS

The handbook is a compilation of four areas aimed at increasing the interpersonal and psychosocial development of students aged 12-16. It is intended to compensate for the deficits generated in students by the isolation and social distancing imposed for the control of the COVID-19 pandemic. The following are key areas for optimal development in secondary education based on Emotional Intelligence, which are expected to provide the necessary help and support for teachers.

SELF-MANAGEMENT

Self-management skills are skills that enable people to control their thoughts, feelings and actions. Good self-management skills will enable students to maximise their productivity, improve their academic and personal performance and effectively achieve their future career goals. Carefully managing classroom activities can help them achieve and exceed goals.

UNCERTAINTY & DECISION MAKING

Most of the decisions we make involve some uncertainty, from the simplest to the most complex in our lives. The best strategy to help students become more independent is to engage them in activities that involve making choices and sound judgments. When students have the opportunity to practice making decisions using a range of tools, they become more comfortable with the process. This allows them to personalize their decision-making, which increases their desire to practice the same.

MENTAL HEALTH

Mental health is linked to emotional balance as well as physical health. It affects the ability to think clearly, function effectively and enjoy life. Effective mental health helps to break the grip that stress has on life, so that the student can be happier, healthier and more productive. The ultimate goal is a balanced life, with time for academic or professional tasks, relationships, relaxation, fun, resilience to withstand pressure and face challenges.

SELF-MOTIVATION

Self-motivation is the internal drive that leads us to take action toward a goal. Motivation comes from the impulse of interests, values, and passions, but working on motivation is no easy task, especially since the COVID-19 pandemic, feelings of burnout and listlessness have become widespread. For the student, learning the meaning of self-motivation can help him or her to improve his or her state of mind and start achieving goals. Self-motivation could be the key to feeling better in both personal and professional life.
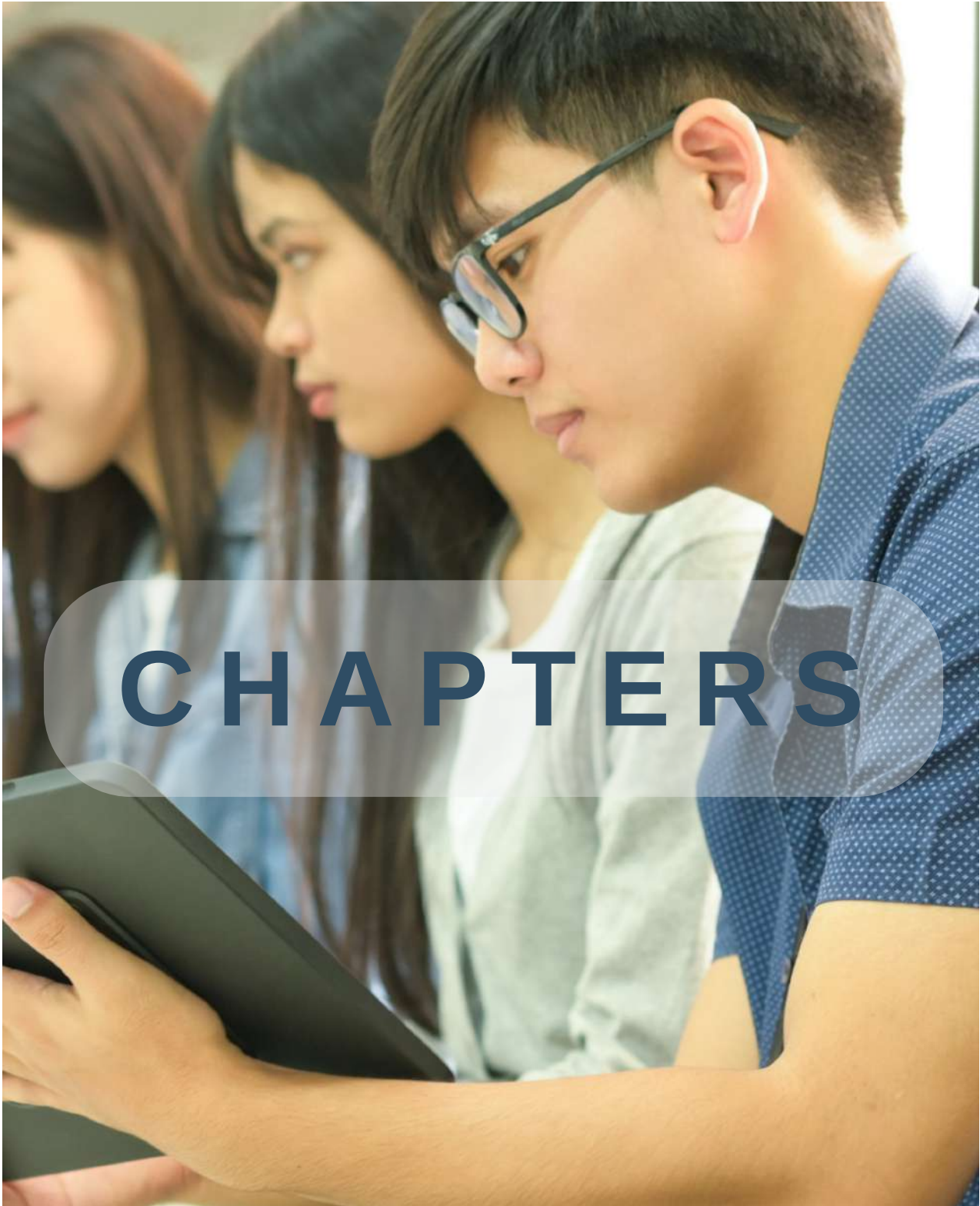
CHAPTERS

CHAPTER 1

SELF- MANAGEMENT

1. Introduction to the topic. General aspects.

Self-management is the ability to regulate behaviors, thoughts, and emotions in a way that better serves the individual and their performance in everyday tasks. The definition of self-management refers to the ability to manage one's motivations, fears, strengths, and weaknesses to do tasks in the best way possible. Self-management skills reflect a person's ability to regulate actions, feelings, and thoughts. Developing self-management is an introspective process, that requires serious personal development and works on one's emotional intelligence, soft skills, and key competencies.

Self-management is a set of psychological skills that support self-control, the ability not to fall into distraction, and observation of your actions according to their degree of compatibility with medium and long-term goals, according to the abilities that one believes to possess.

In this way, it can be said that self-management consists of psychological processes tasked with ensuring that we have maximum opportunities to achieve medium- and long-term goals, assuming that there is always a certain degree of uncertainty in what lies ahead for the future and that we have limited resources to get what we want. Knowing how to make decisions appropriately and making reasonable use of what we have are two key elements of self-management.

The concept of self-management involves a series of personal strategies that allow both the achievement of goals and the avoidance of unwanted results. Following the same logical path, the ability to self-manage includes environmental analysis, responding to it, and modulating this response to promote adaptation to the environment. This ability is of great importance for personal development, social adaptation, and general human well-being.

On the other hand, difficulties in self-managing often lead to problems in interpersonal relationships and are a risk factor for substance abuse, emotional disorders such as depression and anxiety, as well as for the development of impulsive or aggressive behavior.

2. The topic in adolescence. Particular implications.

Improving self-management ability in students includes complete improvement of their personal, social and emotional skills and competencies. At its core, however, lie seven basic skills, the improvement of which ensures optimisation of the personal self-management in the context of personal opportunities.

1. Time management skills - Includes our ability to control the usage of time, or prioritize the most important tasks first. Having good time management skills can help individuals stay engaged and avoid procrastination. Youths who don't learn time management skills are at risk of becoming lifelong procrastinators. And waiting until the last possible minute to get things could cause problems ranging from high-stress levels to relationship trouble. It's important to teach Youths how to behave responsibly. That means managing their time wisely.

2. Self-motivation - Self-motivation is the ability to drive oneself to take initiative and action to pursue goals and complete tasks. It's an inner drive to take action — to create and to achieve. It's what pushes you to keep going on tasks, especially those you're pursuing because you want to, not because someone told you to.

3. Stress management - Being good at self-management includes embodying healthy stress management. Without stress management, you can suffer from overwork and, eventually, burnout. Leaders with good stress management skills approach work in a focused manner by connecting their initiatives to larger goals

4. Adaptability - Being adaptable means you have the confidence and ability to pivot when changes arise. Having adaptability skills means embracing change with optimism. And with awareness to solve problems to achieve a positive result.

5. Decision making - Or the process of choosing or adopting a certain course of action. Decision-making in childhood, adolescence, and maturity is always challenging but also very different as a process at different ages and there is a biological explanation for this difference. Studies have shown that brains continue to mature and develop throughout childhood and adolescence and well into early adulthood. The **frontal cortex**, the area of the brain that controls reasoning and helps us think before we act, develops later. This part of the brain is still changing and maturing well into adulthood

6. Goal alignment - a complex process related to skills and competencies for setting goals, and priorities, for choosing strategies, tactics, and their implementation in time and place (team). According to this, in a class or in student-teacher/principal/parent relationships that do not achieve the desired results, it is necessary to:

1. Share the same definition of success (understanding and determination of the problem, consequences, and solutions);
2. Determination and understanding of individual roles in the process to achieve success;
3. Sets of strengths and weaknesses, environment, resources (performance drivers);
4. Focus on a commitment, not compliance.

7. Personal development - a purposeful process of successive changes in a person's experiences and behavior (summarised by various theories of developmental psychology). The main factors that influence personality development are individual predispositions and the influence of the environment. The most significant changes and crises for personality development during adolescence are:

7.1. Development of cognitive processes (Jean Piaget) - after the age of 12, children can build and verify hypotheses and use their imagination as a means of knowledge.
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7.2. Psycho-social development (Erik Erikson) - transition from childhood to adult life. Adolescents actively try to synthesize their experiences to form a stable sense of personal identity against diffusion. Loyalty, the ability to maintain commitment regardless of conflicting value systems, is a virtue that emerges during adolescence.

7.3. Moral development (Kolberg) - conventional morality (conforming to expectations and approval from people) and after the age of 13 - post-conventional (a person is guided by principles and values that have been turned into internal rules).

3. The secondary school classroom. How does it affect the psycho-social development of the student in the school context?

Teachers have many tasks that they need to take care of daily. While classroom management is certainly one of these tasks, students should be encouraged to take initiative to manage learning in the classroom. Teaching students to self-manage allows them to develop a growth mindset; learn how to manage stress and impulsivity, and intrinsically motivates them to reach specific goals.

To teach self-management skills to students, you need to set up a reliable and effective plan. Self-management plans can effectively develop key self-reliance skills and independence in students. Self-management plans are used to teach students to independently complete tasks and take an active role in monitoring and reinforcing their behavior.

It has also been proven that teaching self-management helps students:
- Improve academic performance;
- Gain productivity skills;
- Reduce time-on-task;
- Change problematic behavior.

A self-management plan involves setting up tools for students that can build and promote independence, self-discipline, and motivation; and that allow teachers, school administrators, and parents to monitor student progress. More than an educational philosophy, self-management skills are crucial for students to learn. Self-management plans use social-emotional learning character-building proficiencies to lead students toward self-discipline, self-motivation, and independent learning.

Self-management strategies should involve the following:
A. Goal setting
- Students and teachers should collaborate in setting measurable, achievable goals that the student can work towards. Goals can be as small or as significant as the student desires.

By allowing the student to participate in setting their goals, you empower them to take an active role in self-management strategies, as well as self-management interventions.

B. Behaviour monitoring
- Self-monitoring occurs when students observe and record their behaviors, correcting themselves when necessary. They practice their self-awareness skills and build a record of their difficulties and successes, which boosts their confidence immensely. As their self-awareness increases, they gain confidence in their ability to redirect themselves and participate in self-reinforcement activities.

C. Self-reinforcement
- Self-reinforcement is the act of rewarding oneself after achieving a goal or a desired behaviour. Rewards may vary from one student to another, but the most important aspect is that these rewards should be personalised to the student and the behaviours you want to reinforce. According to Psychology Today, 85% of people who don't learn self-reinforcement have trouble in other areas, like self-esteem, self-approval, and self-confidence. Rewarding the completion of a goal or a positive behaviour motivates the student to do better and increases the likelihood of the behaviour repeating itself.

D. Self-evaluation
- While students may look forward to the rewards, reflection on the process proves itself to be the best way to learn. Asking questions such as, **"What inspired you to do well?" "What was the most challenging part of it?" "How can you do better next time?" "Was the reward worth it?"** help both the teacher and the student gain insight into their performance. This self-evaluation process also teaches students the power of resilience and perseverance, and boosts their confidence and intrinsic motivation. They learn that failure may happen, but if they keep trying, they can succeed.

4. Impacts recognized through post-Covid-19 experience.

Self-management is not only used to decrease disruptive behavior in the classroom, but also to empower adolescents to want to improve themselves in their circumstances. It is a tool for students to learn the self-motivation, self-confidence, and independence necessary to know that their well-being is under their control. During the quarantine period, students have had gaps in self-management to influence all areas of their lives and well-being.

The effects of the COVID-19 outbreak have been felt at many levels, especially in the education sector. Students face an unpredictable environment, as new challenges and changes in education may have affected their social relationships, academic performance, educational plans, and future opportunities.

The impact of the coronavirus has left students feeling overwhelmed, stressed and anxious. It is important to reassure them that this is a very normal response and to help them find and apply self-care strategies that they can do for themselves.Teaching them about self-care will help them feel better and give them a sense of control.

Students should be able to make meaningful and appropriate decisions about their learning experiences. However, after the period of COVID-19, students in classrooms have experienced feelings of uncertainty where they could not make any decisions about what they learned, how they did it, or what they believed to demonstrate their learning. Consequently, many students may feel uncomfortable making decisions and could benefit from practicing this skill.

This period is understandably stressful and it is entirely normal for students to have felt sad, anxious, scared and angry or whatever other emotions they may have been experiencing at the time. The stress of the pandemic makes it even more important to practice self-care, as challenges have arisen such as underestimating their resilience, loss of routines, overuse of technologies, the need to seek a supportive role, the need for relaxation techniques, or finding meaning in their life.

To help promote self-management in classrooms, you should consider the following questions:

- ***What strategies can be provided to help students manage their emotions and think about the impact of their actions?***
- ***How can students be helped to develop strategies for managing stress?***
- ***How can a regular practice of goal setting over time influence a student's motivation?***
- ***What organizational and planning strategies can help students to take responsibility for their learning?***

5. How to deal with these difficulties? Strategies or good practice cases found in the literature or references at the national/European level.

1. Time Management

1.1. Students should be taught **to create and follow a schedule**. Scheduling their day so they can set aside time for chores, homework, and other responsibilities. They should also schedule free time so time doesn't idly pass without feeling like they haven't done anything fun.

1.2. Develop routines - Students should establish healthy habits, like doing their chores right after school. Once they get into the routine of doing things in a certain order, they won't have to waste time thinking about what to do next.

1.3. Time management tools - Whether it's a planner that students write everything in or an app that manages their schedule, helps your students find the tools that will work best for them. Talk about the importance of <u>creating a schedule</u> and using lists to prioritize his time wisely.

1.4. Teach them how to set goals - Make a discussion about the personal goals your students want to reach. Then, help them identify how much time they'll need to work on that goal each day. Whether they want to exercise for 30 minutes 3 times each week or decide to apply for scholarships one Saturday afternoon each month, goal setting is a great way to help them manage their time.

1.5. Prioritise activities - It's common for teens to have conflicts in their schedules. A basketball game, birthday party, and church activity may all coincide. Make a discussion about how to prioritize activities, based on their values and commitments.

1.6. Model good time management habits - Be the change you want to see in the world, give good examples and inspire your students to follow your steps.

2. Self-motivation - It can be very useful for adolescents to build a rich detailed image, picture, vision/visualization of the final desired result/ success and experience the feeling of achieving something strongly desired by them and sign for their future.

3. Stress management - When you/ your students know which task is most important and how project deliverables are tied to team goals, you/they can better prioritize work and will likely feel more fulfilled doing it. Engaging with your work in this way is a form of self-care, and it can help reduce your stress levels and keep you level-headed. It is good to keep in mind that stress can be reduced by planning and adding in class more physical activity, activities in nature. Share and show good examples with the adolescents by following the "Golden rule of thirds" - 8 hours of sleep, 8 h hobby/recreation, 8 h work, healthy eating and drinking clean water, group and individual meditation practices, relaxation, yoga, laughter, fun, social games.

4. Adaptability - Help your students to understand the changes as a circumstance that are part of all areas of our life and development; accept changes with a positive attitude and action; open space for sharing and dialogue with the participants in the change/ your class and with the important people closer to you/ to the student.

5. Decision-making - During adolescence decision-making emerges as a fundamental element that will affect the future. As decision-making rests on three pillars: vision, values, and emotional stability, the student can describe a plan for themselves and how it wants to be, define and respect their values and develop emotional stability in the classroom based on Emotional Intelligence activities.

6. Goal alignment - SMART is an acronym to help qualify your student's goal. For each goal, ask, if is it specific, measurable, achievable, relevant, and time-bound. Students could decide if they want these goals to be for the mid or long-term during the school year. Sometimes it helps to have a large goal in mind and then to break it up into smaller goals to help them measure progress.

7. Personal development - Ensure that students share their love of personal development in and out of the classroom. A wide variety of teaching methods can be used to enable students to actively participate in their learning. This includes the use of quizzes, case studies, research, role-plays, videos, special guest speakers, and open discussions that affect learning issues**.**

6. Conclusions.

- Self-management is the ability to regulate behaviors, thoughts, and emotions in a way that better serves the individual and their performance in everyday tasks. By improving this ability in a student you invest directly in the core, including his/her personal, social, and emotional skills and competencies. Self-management is of great importance for personal development, social adaptation, and general human well-being.

- From the understanding of the concept of Self-management we can deduce how extremely important and significant place and structure it has in the processes of development, realization, and quality of human life. Therefore, it is necessary to monitor and properly manage sensitive periods during adolescence to resolve vital crises to build a healthy and independent personality.

- For those involved in the upbringing, education, and training of adolescents, it is key that they provide support and encourage the building and development of skills and competencies in the scope of time Management; self-motivation; stress management; adaptability; decision-making; goal alignment; personal development. On the other hand, difficulties in Self-management often lead to problems in interpersonal relationships and are a risk factor for substance abuse, emotional disorders, such as depression and anxiety, as well as, the development of impulsive or aggressive behavior.

- There is a variety and extraordinary wealth of teaching techniques, methods, practices, strategies, and tactics. The interdisciplinary ones related to self-management are interesting and attractive. After all, it is important that what is applied in private practice is filled with creativity, criticality, and evaluation.

It is also correct to take into account the environment - the socio-cultural context of the class and the individuality of the student. In this way, trust and a relationship are built between those involved in the learning process, student-teacher/parent/administration. This is an appropriate way to achieve permanent qualitative and quantitative positive changes with minimal resistance from the students. That predisposes a friendly attitude, respect, and authority to the figure and role of the teacher.

On the other hand, it influences the internal motivation of the student, directly involves and engages one in the learning processes, desires to achieve goals, and strives for high results according to personal understandings and interests.

- To teach self-management skills to students, you need to set up a reliable and effective plan. Self-management plans are used to teach students to independently complete tasks and take an active role in monitoring and reinforcing their behavior. Teaching the students about self-care, self-motivation, self-confidence, and independence and empowering adolescents to want to improve themselves in their circumstances will help them feel better and give them a sense of control.

CHAPTER 2

UNCERTAINTY & DECISION MAKING

1. Introduction to the topic. General aspects.

During the day, people make a series of decisions, some important but most related to the daily routine, of which we are mostly unaware. In the field of education, decision-making has been mainly directed to the field of vocational and career. However, it is essential to consider each individual's personal development.

Decision-making is a series of steps people take to determine the best choice or course of action to meet their needs. It is about solving a problem by choosing the option that seems most appropriate from the available options. The more accurate the decision, the more likely it is that the desired effect will be achieved and the more efficient it will be.

In this sense, **uncertainty** arises when an individual experiences a situation of not knowing what will happen in the future. This state of doubt is always present in people's lives and generates feelings of anxiety, fear, and hesitation in which an individual temporarily paralyzes some activity until the situation becomes clearer and more reliable.

Decision-making under uncertainty involves the ability to identify risk, formulate strategies for action, and coordinate with other people to bring an incident under control quickly.

Due to the number of decisions that need to be made in a lifetime and the potential severity of the repercussions, responsible decision-making needs to be taught. The capacity to manage uncertain and stressful situations requires multiple skills.

Below are several skills an individual can develop to help them become thoughtful, engaged, and productive decision-makers:

SKILL	LEARNING OUTCOMES
Communication	Demonstrate knowledge to present and discuss their thoughts about it.
Optimism	Demonstrate open-mindedness and accept other people's beliefs, statements and values.
Confidence	Demonstrate a healthy self-confidence to accept and understand ourselves and other people's personalities.
Resilience	Be strong enough to recover quickly from difficulties.
Persistence	Accept challenges and strive through adversity towards academic or personal goals.
Creativity	Be able to find new and innovative ways to solve problems.
Open-mindedness	Demonstrate receptiveness to arguments or ideas with peers and adults.
Problem- solving	Generate and implement a solution or strategy after analysing and assessing the plan's success. The outcome of the problem solving is a practical solution.
Critical thinking	Evaluate information comprehensively in order to make an informed judgement.

2. The topic in adolescence. Particular implications.

Adolescence is a complex period in which a multitude of changes occur that must be completed to finally achieve adaptive functioning during maturity. At this stage of development, the search for identity emerges as a key point and involves several aspects such as physical and personality acceptance, sexual identity, vocational identity, and personal ideology.

In this period of evolution, aspects such as emotion, impulsivity, and self-control emerge, due to socioemotional and cognitive development. In this sense, emotional competence is associated with the ability to manage or self-regulate emotions, and social competence with the ability to relate effectively to others, which contributes to the well-being and psychosocial development of adolescents themselves (Gaete, 2015).

It is worth reflecting on adolescence thinking about what kind of issues they tend to think about and what their decision-making process is really like because decision-making emerges as a fundamental element that will affect the future. Making decisions in uncertain circumstances is not easily achieved in the classroom. Educators face specific challenges in creating a learning environment in which students can acquire this skill in preparation for and support of their development. According to the associate professor of psychology, L.Cohn during adolescence the ability to perform abstract reasoning, counterfactual reasoning, reasoning from false assumptions, systematic reasoning, and stochastic reasoning increases.

All of these skills are related to decision-making because a better ability to understand the concept of probability should facilitate a more realistic understanding of the potential for different outcomes. More systematic thinking skills should enable young people to imagine future outcomes, transform them into the present and allow them to evaluate the results of their actions. As the ability to coordinate independent information improves, young people, become aware of all relevant aspects of choice.

The truth is that they are in a very delicate moment of evolution and searching for identity. These situations can generate anxiety, stress, pressure, and overwhelm, but above all fear of the unknown can arise. In some cases, the choice is clear to them, as they are lucky enough to know what they want to focus on.

In other cases, it is because they have to decide for themselves, and in many other cases, the young people's decisions create enough pressure to affect their school performance. On one hand, they want to progress, but on the other, unknowingly, they choose to fail in the blocking that lies ahead of them.

It can then be seen how the close relationship between the individual, social, educational, and occupational dimensions influence and connect decision-making during the adolescent period. In this sense, personal and social aspects are integrated during the life stage/lifespan, which raises a series of competencies to be developed, such as self-knowledge, social components, and decision-making.

3. The secondary school classroom. How it affects the psycho-social development of the student in the school context.

Decision-making has been identified as a skill that has a direct impact on psychological well-being and is defined as the ability to take responsibility for one's own decisions, taking into account ethical, and social principles, and safety. In this sense, it is also pointed out that the aim is to contribute to the well-being of the school and community itself (Bisquerra and Pérez, 2012).

Student's social and emotional experiences influence learning processes. A positive psychosocial school climate is required to create an environment that facilitates more effective education and learning, taking into account the psychological aspects of experience, such as thoughts, emotions, and behaviors, and the broader social experience in terms of relationships, family and community networks, as well as social values and cultural practices (INEE, 2016). Some of the factors that contribute to school psychosocial climate include a good climate/ atmosphere of personal relationships in school, learning process methods, classroom leadership and discipline, students' and teachers' happiness, absence of school violence, and the prevalence of social and emotional learning.

The importance of good emotional management arises, as there is evidence that academic knowledge and social relations improve when students have emotional skills such as being motivated, self-regulating their impulses, taking the initiative, and assuming responsibility. This process allows us to venture that as science provides us with greater knowledge, the conceptualization of emotional competence will necessarily advance toward greater concreteness.

The Emotional Intelligence model of Daniel Goleman (1998) proposes a framework of personal competencies derived from the concept of emotional intelligence. The author defines emotional competence as "a learned ability based on emotional intelligence that results in exceptional performance at work". Emotional intelligence is therefore the potential for learning these competencies. According to D. Goleman, these dimensions are the key to emotional intelligence and each of them is factor that involve the management of emotions, whether our own or those of others. Below is the table that constitutes the competencies, grouped into two main categories, personal skills, and social skills:

EMOTIONAL INTELLIGENCE DOMAINS AND COMPETENCIES	
SELF PERSONAL COMPETENCE	OTHER SOCIAL COMPETENCE
SELF-AWARENESS • Emotional self-awareness. • Adequate self-esteem. • Self-confidence.	**SOCIAL AWARENESS** • Empathy. • Organisational awareness. • Service.
SELF-MANAGEMENT • Emotional self-control. • Transparency. • Adaptability. • Achievement • Initiative. • Optimism.	**RELATIONSHIP MANAGEMENT** • Inspired leadership. • Influence. • Developing others. • Catalysing change. • Conflict management. • Building relationships. • Teamwork and collaboration.

Competencies associated with emotional intelligence in Goleman, Boyatzis and Mckee (2002, 72,73)

Good decision-making is essential in the school and social environment because students must consider the facts when making a decision and understand the impact of the decision on the environment. The decision-making scale, which is part of the emotional intelligence model, focuses on how people make decisions based on emotional information, as higher emotional intelligence leads to better decision-making.

If there is control/ regulation of one's emotions as suggested by self-awareness and self-management, it is logical to affirm that when making a decision, students can be aware of their emotional state and learn which circumstances may be the most appropriate. In this sense, the same happens when one has control or a certain mastery of relationships with others. By having empathy and social skills it is possible to understand the emotions of others, which is an important factor when making decisions where other people and their possible emotions are involved, as well as their possible reactions to different circumstances.

Developing skills such as communication, resilience, self-awareness, collaboration, empathy, and respect contributes to fuller social and emotional development. Emotional intelligence-based programs and tools can help improve school attendance, engagement, and motivation, as well as reduce negative student behavior, support mental health and reduce mental health problems.

4. Impacts recognized through post-Covid-19 experience.

The return to the classroom has been a situation of uncertainty and concern. The mental health and well-being of students have emerged as one of the key issues in the post-Covid-19 context, as it affects students in their respective stages of development. Addressing the social and emotional needs of students and teachers is key, especially in the aftermath of the pandemic, as many students have lost social interactions and support from teachers and peers (Yorke et al., 2021).

This raises the question of how to address the mental health and well-being of students, including risk and protective factors, as efforts must be directed toward prioritizing mental health. It is essential to ensure that students have the necessary skills to regain what they have lost, such as the need to relate, harmonize interpersonal relationships and generate healthy bonds.

In addition, it will be vital to ensure that they receive the social and emotional support they need, both from the educational community and from their families.

The decision-making process has been disrupted during the COVID-19 pandemic. Planning daily activities and choices is a process in which many factors interact to affect decision-making, such as self-esteem, self-connectedness, and social relationships to harmonize good psychosocial development. In this sense, it is necessary to take into account all the changes caused and measures taken to prevent the virus, as they may have hindered the planning process, and thus the choice of their decisions in their daily life. Considering the importance of their future and their professional orientation, it underlines the positive effect that individual choices can have on their everyday life because every decision will have consequences on their future.

Studies in this field are therefore needed to explore all the influencing factors that can provide clear information and can be the basis for providing welfare, education, and career guidance-related services to support young people throughout the planning and decision-making process in their lives.

5. How to deal with these difficulties? Strategies or good practice cases found in the literature or references at national/European level.

To help teachers and students in the decision-making area during adolescence, the proposals presented below are strategies, programs, and activities to develop with students in the classroom to work on the decision-making process:

1. Learning to make decisions" and the book "Teaching and learning to make vocational decisions" by the author María Luisa Rodríguez and published by the Spanish Ministry of Education and Science could be very useful. In this context, both students and teachers will find concrete practical proposals, well grounded in a solvent theoretical framework, for their respective work of learning and teaching to make decisions.

1.1. "Learning to make decisions" is a booklet for the student and the corresponding didactic guide for the tutor. "Teaching and learning to make vocational decisions" book which provides the theoretical and scientific framework for the other two publications.

Students and teachers will find here concrete practical proposals, well grounded in a solvent theoretical framework, and at the same time a solid theoretical framework, for their respective work of learning and teaching to make decisions.

2. The program "we learn to decide" by the Provincial Technical Team for Educational and Vocational Guidance in Huelva (Spain) aims to offer teachers and students a series of activities that refer to situations in which young people exercise decision-making skills and techniques.

3. The website "family consumer sciences" presents group work activities for decision-making and problem-solving, so that students know and understand the process and can apply it to important decisions in their lives. It is an activity where students can see the process in action and involves the whole class in the decision-making process

4. A tool matrix to help students: Teachers can use the decision matrix to help young people learn to think about how to formulate their choices by investigating the options, alternatives, and natural outcomes of each path they choose. In practice, you will use the tools as a framework to internalize the process and develop ideas for making good decisions.

5. Decision-making wheel: In this activity, students begin to learn a decision-making strategy that will help them improve the quality of the choices they make.

6. Conclusions.

- Educators face a particular challenge in creating an environment in which students can develop the ability to make decisions and adapt to situations in a constantly changing environment. It is suggested that emotional skills facilitate the management of problem-solving and the mastery of decision-making under conditions of uncertainty.

- From the analysis of previous content, it is shown that in practice they are mainly focused on the employment sector. In the field of school education, there is not enough specific training, good practices, or tools for decision-making. These could provide a range of resources on how to include decision-making skills to meet the needs and interests of the new generations and how to relate and harmonize interpersonal relationships.

- A set of proposals based on decision-making and the study of emotions has been presented to introduce resources that facilitate the development of skills and support decision-making under uncertainty.

- These skills can enable students to develop a knowledge base based on the categories of personal skills and social skills. The aim is to build a solid foundation among all actors in the educational community, so it is essential to identify both students and teachers as key actors. Students can understand the dynamics of the action as it evolves in a realistic, teacher-led, and guided environment to facilitate student progress, through a sequential set of learning. Each of these skills can best be fostered through different learning activities, dynamics, and tools.

- It is necessary to stress the importance of the relationship between the development of decision-making skills and psychological well-being at this basic stage. The process of training and education in high schools will benefit the pedagogical approach from the beginning of secondary school to adulthood. This facilitates the development of decision-making skills related to cognitive maturity, the development of abstract thinking, and the acquisition of the environment.

CHAPTER 3

MENTAL HEALTH

1. Introduction to the topic. General aspects.

According to the World Health Organisation, Mental health is the foundation for the well-being and effective functioning of the individual. Including our emotional, psychological, and social well-being it is more than the absence of a mental disorder - it is the ability to think, feel, learn, act and understand our own and others' emotions and reactions effectively. Mental health is a state of balance, both within and with the environment. Physical, psychological, social, cultural, and other interrelated factors participate in producing this balance, and by itself, it determines how we handle all of the daily challenges and how we relate to others in the family, classroom, and society. An interesting fact is that most Mental health disorders affect our ability to feel positive emotions, robbing us of our opportunity to experience joy, hope, delight, and faith.

Good mental health might have a different meaning to every individual but it's generally understood to include being able to think, feel and react in the ways that you need and want to live your life as fully, happily, and independently as possible. Good mental health doesn't mean that the person always has to feel happy or that there will never be bad moods or bad days. But if symptoms like anxiety, low mood, constant negative thoughts, apathy, irrational fears, and absence of desire to be or get better, are observed in your routine attitude or someone else around you, that could indicate problems that concern an individual's mental health condition.

Therefore a person in good mental health condition will likely be able to:
- Feel, express, and manage a range of positive and negative emotions;
- Carry out everyday tasks and look after themselves. This might include diet, exercise, sleep, cleaning, work/school, learning, and social activities;
- Take part in activities they enjoy;
- Build and manage healthy relationships with others.

The most commonly diagnosed mental health diseases/conditions among youths in Europe nowadays include depression, generalized anxiety, and eating disorders. More or less the constant stress can unlock, provoke or straighten all of the above.

Depression and anxiety are prevalent mental illnesses among young people. Crises like the Coronavirus Disease 2019 (COVID-19) pandemic may increase the current prevalence of these illnesses. During the COVID-19 pandemic, countries initiated a series of measures to break the chain of infection and control the pandemic, including local and international travel bans, bans on large gatherings, suspension of public transport, closure of schools and universities and business, social distancing, stay-at-home orders, and curfews. These restrictions and the uncertain trend of the disease can significantly affect mental well-being.

Stress is the state which is seen in response to internal or external stimuli that force the individual to an intense process of adaptation to cope with a situation or a problem. From an evolutionary point of view, stress can be a good thing because it activates our cognition and helps our bodies and brains stay sharp and alert, ready to react to any surprises in a specific moment. But our bodies and our minds are not designed to deal with constant stress without consequences.

Anxiety is a mood state characterized by worry, apprehension, and somatic symptoms. Similar to the tension caused when an individual anticipates impending danger, catastrophe, or misfortune. The threat the person is responding to may be real or imagined or internal or external. It may be an identifiable (cued) situation or a more vague fear of the unknown (uncued). The body often mobilizes itself to meet the threat, whether this is real or imagined: Muscles become tense, breathing becomes faster, and the heart beats more rapidly. Anxiety may be distinguished from real fear both conceptually and physiologically, although the two terms are often mistakenly used interchangeably in everyday language.

We can notice the symptoms on different levels, on the physical, mental, and behavioral levels of the child.

Physical symptoms of anxiety:

- The child often complains of headaches, stomach problems;
- Refuses to eat snacks or lunches in school;
- Does not use a toilet other than the one at home;
- Can be restless, hyperactive, and distracted (even if he/she does not have ADHD);
- In threatening situations, he/she begins to sweat or shake;
- Constantly tenses the muscles;
- Problems with falling asleep and sleeping.

Emotional symptoms:

- The child is tearful or angry for no apparent reason, and reacts excessively sensitively;
- Afraid to make even the smallest mistake;
- He/she is very afraid of papers and exams at school;
- Has panic attacks (or is afraid of having a panic attack);
- Suffers from phobias (of dogs, bees, etc.) and exaggerates his/her fears (for example, that a natural disaster will come, etc.);
- Worries about things that are in the distant future;
- Has obsessive (intrusive) thoughts and compulsive behavior (tapping fingers, washing hands, etc.

Behavioral symptoms:

- Constantly asks "what if?";
- Refuses to participate in class/school activities;
- Refuses to go to school;
- During breaks or lunch, he/she remains alone;
- Avoids extracurricular social situations with peers (birthday parties, sports activities, etc.);
- Constantly seeks approval from others- from parents, teachers, and friends;
- He/she often says "I can't do it" for no real reason.

Symptoms, which are typically persistent, lasting 6 months or more, may also include excessive worry, palpitations, restlessness, being easily fatigued, trembling, feelings of choking, sweating, chest pain, nausea, dizziness, paraesthesia (numbness or tingling sensations), problems concentrating, irritability, and sleep disturbances. Anxiety disorders differ from normal feelings of fear or anxiety, in being excessive or persistent. Anxiety disorders include generalized anxiety disorder, panic disorder, specific phobias, agoraphobia, social anxiety disorder (social phobia), selective mutism, substance/medication-induced anxiety disorder, and separation anxiety disorder. Many anxiety disorders develop in childhood and tend to persist if not treated.

Stress vs. Anxiety - Stress can sometimes be mistaken for anxiety, and experiencing a great deal of stress can contribute to feelings of anxiety. Experiencing anxiety can make it more difficult to cope with stress, because it often blocks an individual's ability to react while the action is the only possible opportunity to cope with most situations, and this may contribute to other health issues, including increased depression, susceptibility to illness, and digestive problems. Stress and anxiety contribute to nervousness, poor sleep, high blood pressure, muscle tension, and excess worry. In most cases, stress is caused by external events, while anxiety is caused by your internal reaction to stress. Stress may go away once the threat or the situation resolves, whereas anxiety may persist even after the original stressor is gone.

Depression is a mood disorder that causes a persistent feeling of sadness and loss of interest. Also called a major depressive disorder or clinical depression, it affects how individuals feel, think and behave and can lead to a variety of negative emotional and physical problems. A person with depression can have trouble doing normal day-to-day activities and be unable to see and feel the good, kindness, and beauty around. Depression isn't just a pessimistic attitude, a rational point of view, it is a real disorder that can be measured by tests, affects the endocrine system and hormone production, and leads to the inability to feel joy. People with depression experience the world, life and situations differently - it is like looking at a beautiful landscape, from which someone has stolen the sunlight and the colors, ones that usually bring beauty in it, and doesn`t matter how hard you try, you are not able to see them.

The symptoms of psychiatric problems, although are different for everyone at every age. The COVID-19 pandemic which spread around the world in early 2020 has caused and exacerbated mental health problems as almost every part of everyday life was affected.

Major depressive disorder symptoms can vary from mild to moderate to severe and can include:

- Depressed mood (e.g., feeling sad, empty, or hopeless) most of the day, nearly every day
- Markedly diminished interest or pleasure in activities once enjoyed (anhedonia)
- Changes in appetite; significant weight loss or gain unrelated to dieting
- Trouble sleeping (insomnia) or sleeping too much (hypersomnia)
- Loss of energy or increased fatigue, nearly every day
- Increase in purposeless physical activity (e.g., inability to sit still, pacing, handwringing) or slowed movements or speech (these actions must be severe enough to be observable by others)
- Feeling worthless or guilty, nearly every day
- Difficulty thinking, concentrating or making decisions, nearly every day
- Recurrent thoughts of death, recurrent suicidal ideation, or suicide attempts1.

Mood disorders damage education, relationships, and personal development, and are associated prospectively with other physical health problems.

2. The topic in adolescence. Particular implications.

Mental health affects the way individuals think about themselves, the decisions they make, and the way they relate to others. It is essential to every individual's overall well-being throughout their lifetime and especially for the development of children and youngsters. Mental issues challenge students to be fully engaged in the classroom and make it difficult for them to meet academic standards.

For instance, a student dealing with a mental-emotional issue may find it difficult to find the motivation to complete daily classwork, homework, or class projects. The National Center for Mental Health Checkups at Columbia University, studies show that these barriers can lead to low test scores, poor attendance, disruptive behavior, and a greater chance of dropping out. While 50 percent of mental illnesses first occur by adolescence, another 25 percent emerge by the mid-20s, overlapping with typical college years. According to Kessler, it is estimated that half of all lifetime mental health problems have their onset by mid-adolescence (Kessler et al., 2005).

Stress in young people doesn't always look like stress in adults. For youths, tension at home is a common source of stress. Youths may be troubled by family discord, divorce, or loss, for example. Even positive changes, such as moving to a new, better home, the arrival of a new sibling, or a beloved new stepparent can be seen as a process of intense adaptation or stress. School is another frequent source of concern for the youths. Youngsters might be stressed about making or keeping friends, dealing with bullies, or getting along with their teachers. They might also be anxious about tests and grades. But like adults, youngsters, even those with life-altering losses, can find healthy ways to cope with the stress source. Together, young people and their parents and teachers can learn to spot the signs of excess stress and, with the right tools, manage it.

Anxiety in adolescents is a natural stress response. It's a feeling of fear or apprehension about what's to come (for example changing class, having a new teacher, using a new tool, or presenting a project in front of other people that may cause some people to feel fearful and nervous). The evolutionary purpose of anxiety is to point to some real danger and push individuals to cope with it. But if the feelings of anxiety are constant or extreme, last for more than 6 months, and are experienced even when there is no real danger, when they start interfering with our lives, they could indicate an anxiety disorder.

Anxiety in children in the secondary school period can become a stable personality trait, it can cause low effectiveness in educational activity and academic knowledge and lead to the formation of the so-called "learned helplessness".

If until this period of schooling, a certain form of anxiety could be associated with a specific difficulty (test, control work) in learning a certain subject, now, in the period of adolescence, anxiety can be generalized and permanently incorporated into the personality structure as a stable trait and affects all learning activities. As a result, every situation causes considerable anxiety, having a disorganizing effect on the performance of the educational task, including some somatic symptoms may occur.

As a specific form of school anxiety, characteristic of graduating students, there is extreme diligence in preparing for exams or, on the contrary, a complete rejection of preparation, which is also a special case of "learned helplessness". In addition, as the completion of school education puts the question for the future and professional path of youths, one of the options for the manifestation of anxiety can be related to complete avoidance of questions about his/her future or a demonstration of detachment and disinterest.

Depression is classified as a mood disorder and it can occur at any age, but the probability of its occurrence increases markedly with the onset of puberty. The incidence in children before puberty is estimated at 2%, in adolescents it rises to 6-8%. Late-diagnosed and untreated depression is associated with the development of a range of psychological disorders in early adulthood. These are mainly anxiety disorders, addictions to psychoactive substances, and bipolar affective disorder, as well as suicidal behavior and somatic health problems.

It may be described as irrational feelings of sadness, loss, or anger that interfere with a person's everyday activities. It's also fairly common. Though depression and grief share some features, depression differs from grief felt after losing a loved one or sadness felt after a traumatic life event. Depression usually involves self-loathing or a loss of self-esteem, while grief typically does not. In brief, positive emotions and happy memories of the deceased typically accompany feelings of emotional pain. In major depressive disorder, the feelings of sadness are constant. People experience depression in different ways. It may interfere with their daily work, resulting in lost time and lower productivity. It can also influence relationships and some chronic health conditions.

During adolescence, depression manifests itself similarly to adults. Irritating mood, inability to experience joy, feelings of boredom and hopelessness, weight changes, different behavioral disorders, excessive sleepiness, substance abuse, promiscuity, reduced self-esteem, and suicidal tendencies are typical. Mood fluctuates during the day, it doesn't have to be depressed, just irritable.

The symptoms of these two conditions/disorders can manifest differently in every individual, but depression and anxiety have one thing in common - both can improve with support from a mental health professional.

Several key differences can help distinguish between symptoms of depression and anxiety. Along with a low, sad, or empty mood, depression can also involve the following symptoms:

- Loss of interest or enjoyment in your usual activities and hobbies
- Sense of hopelessness or pessimism
- Anger, irritability, and restlessness
- A lack of energy or a sense of feeling slowed down

- Chronic fatigue or sleep problems
- Changes in appetite and weight
- Difficulty concentrating, making decisions, or remembering information
- Unexplained aches and pains or gastrointestinal concerns
- Feelings of guilt, worthlessness, or helplessness
- Thoughts of suicide, death, or dying

The main signs of ongoing anxiety include:

- Difficulty managing fear and worry
- Irritability, physical restlessness, or a sense of being on edge
- A sense of dread, doom, or panic
- Sleep problems
- Persistent fatigue
- Brain fog
- Physical symptoms like headaches, muscle tension, nausea, and diarrhea

Overlapping symptoms

While it's important to remember not everyone with depression, anxiety, or both conditions will experience the same set of symptoms, the two conditions commonly involve several of the same symptoms. Rumination can also happen with both conditions. In basic terms, rumination refers to a persistent loop of dark, sad, or other negative thoughts. Individuals may not want these thoughts but still can't seem to stop thinking about them.

With anxiety, an individual is:

- Stuck in a cycle where he explores, over and over, all the possible ways a situation could go wrong
- Unable to stop thinking about all the things that worry him, even when he knows, he can't do anything about them

With depression, an individual may find him/herself:

- Fixating on guilt about not having the energy to spend time with friends
- Going over and over past events and blaming yourself for things you have no control over, including feelings of depression.

Some students start college with existing mental health conditions. Regardless of when mental health symptoms first appear, college students must navigate these challenges while being away from their network of relationships and support systems. They also have to receive care in an adult-serving behavioral health system, possibly for the first time in their lives. Adolescents with emotional difficulties need accessible, acceptable, and evidence-based mental health interventions.

Parents, teachers, and caregivers need to recognize the possible signs of mental issues. Experiencing one or more of the following feelings or behaviors can be an early warning sign of a problem and should be monitored. These symptoms, if not treated, can prevent a person from having a joyful and active life. Paying attention to these signs and seeking medical or psychological support is the first step to helping one or others around you to feel better and even prevent other serious medical conditions.

3. The secondary school classroom. How it affects the psycho-social development of the student in the school context.

Mental health issues among students are at an all-time high. According to UNICEF's landmark report, The State of the World's Children 2021: On My Mind. Almost one in five European boys aged 15 to 19 suffer from mental disorders, followed by more than 16 percent of girls the same age. Nine million adolescents in Europe (aged 10 to 19) are living with mental disorders, with anxiety and depression accounting for more than half of all cases.

These issues can also have long-term consequences for students, affecting their future employment, earning potential, and overall health. /Eisenberg, D., Gollust, S. E., Golberstein, E., & Hefner, J. L. (2007). Prevalence and correlates of depression, anxiety, and suicidality among university students. American Journal of Orthopsychiatry, 77(4), 534–542.

Mental health problems can affect a student's energy level, concentration, dependability, mental ability, and optimism, hindering performance. Research made by Eisenberg, D., Downs, M., & Golberstein, S. in 2009 suggests that depression is associated with lower grade point averages and that co-occurring depression and anxiety can increase this association. Depression has also been linked to dropping out of school.

Students with depression may look bored, somatization is typical (presence of symptoms of physical illness – headaches, stomach aches, nausea, sleep problems...), irritability and even aggression, clowning, provocative behavior, hyperactivity, aversion to learning, lack of concentration are often present. The result is problematic relationships with peers and adults, and school performance often deteriorates.

Instead of loss of appetite, a tendency to overeat and gain weight may appear. In their thoughts, children often have feelings of guilt for things they could not have caused in reality, low self-confidence, and disturbed self-esteem. Thoughts about death often appear, and suicide attempts are also possible. Psychotic symptoms are also relatively common in this group of children – auditory hallucinations, delusions, and paranoid symptoms.

Among students in the 2nd grade of elementary school and high school students, we also often encounter social phobia, which is mostly related to separation anxiety disorder in childhood. It manifests itself in fear of various social situations, which leads to evasive behavior in children and adolescents. Most often, it is the inability to speak in a group of peers, answer in front of a blackboard, speak in public, address an adult, and so on.

Social phobia is usually associated with low self-esteem and fear of criticism. It is manifested by the fear of blushing, shaking the hands, feeling of passing out, or the urge to urinate. The patient is usually convinced that one of these secondary manifestations of anxiety is the precipitating cause and primary problem. Manifestations can escalate into panic attacks. Social phobia in adolescents can threaten their socialization and may be the cause of school failure due to refusal to attend school and participate in required activities.

We often encounter the fact that the child refuses to leave the home for school, to change out of his pajamas at all, to perform the usual morning tasks. This rejection is associated with anxiety symptoms such as tremors, rapid breathing, and excessive sweating. The child eventually verbalizes his fears and talks about fears and insurmountable obstacles. Below we offer several points of view which can help a teacher or a student to take care of his/her emotional well-being by putting a new perspective on others' behavior or their own.

1. Not everything is how it seems to be

Some youth with mental health disorders have a difficult time succeeding in school. It is usually not because they do not want to succeed or because they are lazy.Instead, the behaviors, thoughts, and emotions related to their disorders interfere with their ability to do well. These same problems often lead to disciplinary actions in school even though the cause of the difficulty may be related to their mental health.

2. Set and observed the healthy boundaries

Building healthy boundaries early on is important for keeping healthy relationships and building trust on every level of everyday communication. A Person's healthy boundaries are an indicator of emotional, personal, and social development and a good mental health condition. The ability to set boundaries is directly related to emotional intelligence, social competencies, and good mental health conditions. Following the same logical path - a person with unhealthy boundaries could indicate a Mental health condition.

3. Sometimes for a teacher is better to adjust expectations rather than keep pushing yourself to adjust to the situation

Sometimes it is better to give yourself time and space to adjust to your new normal instead of pressuring yourself to adjust to the situation, trying to make it the same as it used to be before /COVID/. Be patient with others—some of your students, teachers or friends have probably been significantly impacted by COVID-19 and have their minds on things other than school.

Give them space to express their thoughts and feelings, and make it a weekly routine (for example every Friday start the lesson with a relaxing musing and sharing experiences and emotions).

Remember that you don't have control over your students'/friends/colleagues' environment, background noise, workspace, or parental/family support. But you can still help make sure every student has the opportunity to succeed, by giving students access to you and the necessary materials.

4. Be here and now- focus on the things you can control

Most of the stress and anxiety come from outer factors, we hardly control. Regaining some control at the moment could help with overwhelming feelings and feel a little easier to cope with. You don't have to take any major actions but accomplish short tasks. Breathe deeply and feel your breath, feel the sensations and emotions in your body, instead of reacting over it. Set small, realistic, and achievable goals for yourself, especially with distance learning. A great author once said that every big journey starts with a few small steps.

5. Let children be problem-solvers

It's a natural impulse to want to fix everyone's problems. But when adults swoop in to solve every little glitch, the youths don't have a chance to learn healthy coping skills. Be a mediator and let the youths try to solve their low-stakes problems by exploring and analyzing the situation, building plans, and setting small, achievable goals on their own, and they'll gain confidence that they can deal with stressors and setbacks. If a student has a problem, make a group discussion and provoke the other students to analyze and suggest designs of how to copy it.

6. Acquire new skills and develop a growth mindset

Every problem or situation might be considered by the individual as a punishment, but it also could be a chance that provokes the development of a new skill, point of view, ability, or mindset and make us better, far more adjusted, and flexible. That kind of mindset does not change the situation - it changes the way we feel about it and automatically lowers the stressors, and anxiety, and stimulates a positive attitude.

7. Keep up with the self-care

One of the best ways to ensure mental wellness is by having a strong foundation. Make sure you get at least 7 hours of sleep, eat a nutritious and balanced diet, spend time outside, do sports, and exercise regularly. Work on some other self-care activities like journaling, practicing gratitude, or meditation. Be kind to yourself and If you are feeling overwhelmed, share your feelings with colleagues, friends, or family members.

Seek mental health support if needed. Having a conversation with a psychologist also will help you and offer support. Self-care can be hard to do in between creating lesson plans, teaching, communicating with parents, and taking care of other home responsibilities, but it's important.

4. Impacts recognized through post Covid-19 experience.

Once the students returned to school after Covid-19, several phenomena, symptoms, and situations appeared that were directly related to confinement, social isolation, and fear of illness. The disruption of educational learning has had a significant effect on the students' lives, learning, and well-being. The long period of social isolation that the COVID-19 pandemic imposed led to the inability to develop key social, personal, and emotional skills and competencies in adolescents and adults and created circumstances in which mental health and well-being can seriously deteriorate.

Increasingly, teachers and specialists from all over Europe are reporting young people with symptoms of stress, anxiety, depression, social distancing, apathy, and eating disorders. There is a growing need for alternative preventive programs in schools to promote mental health and well-being and aim at developing socio-emotional skills in students.

In this direction, they needed encouragement and a helping hand, and it was necessary to involve some intermediary who would accompany them on this journey and be a facilitator of the process. Within many schools, these were mainly classroom teachers and school psychologists. As part of their work, they devoted themselves to children, organized joint discussions, meetings, and trips, and took advantage of opportunities to bring the children "together" again.

But mental health concerns are not new. Indeed, long before the COVID-19 pandemic, parents, teachers, and many others were voicing growing unease about the mental health needs of children and adolescents. COVID-19 has put the mental health and well-being of an entire generation even more at risk.

According to a recent University of Phoenix survey on mental health, nearly one-third (35 percent) of adults and adolescents surveyed cited social stigmas as a barrier to receiving mental health care.

This is a relevant and discouraging statistic for the education industry, as many may also share the sentiment that seeking counseling signals weakness or an inability to handle their workload. RAND Corporation researchers found that between May and October 2020, the proportion of educators seriously worried about burnout rose from one-quarter to 57 percent.In another study, those researchers found that one-quarter of teachers said they were likely to leave the profession when they finish the 2020-21 school year, teachers' jobs-stressful even before the pandemic-have become even tougher, with longer work hours, struggles to engage students remotely, repeated pivots from hybrid to remote to in-person instruction, not to mention fears that they or their loved ones-could get COVID-19.

To provide adolescents with the support they need, mental health resources like specialized counseling, continuing education programs, and community efforts geared toward wellness should be prioritized. By making mental health care more easily accessible to students and their educators, we can help them move forward as individuals while making strides to eliminate the stigma often associated with seeking mental health treatment.

In a joint report, last summer the Association of School Psychologists urged to provide "psychological triage" not just for students, but for staff, to address trauma and intense stress caused by the pandemic. Here's what mental health experts recommend:

1. Talk openly about mental health issues, including your own
2. Pay attention and spot early signs of mental health struggles
3. Ask yourself whether you fully recognize your needs
4. Recognize that some groups may need more support than others
5. Set clear boundaries between school and home life
6. Plan ahead and set goals and priorities
7. Get regular exercise
8. Eat healthily and stay hydrated
9. Make sleep a priority
10. Try relaxing activities
11. Stay connected

5. How to deal with these difficulties? Strategies or good practice cases found in the literature or references at national/European level

The task of the teacher in the given situation is to be humane and empathetic towards the students, not to place unnecessary emphasis on the content of the learned material, but to give the students more space to express their feelings and experiences. Many students are stressed after returning to school, fearing that they will get bad grades, etc. .

The teacher should be a good diagnostician and identify students in his/her class who need more patience, tolerance, and, last but not least, help. At this time, more than at any other time, the teacher should approach the students individually, but at the same time very sensitively. If necessary, the teacher should involve in the process e.g. a teacher's assistant who would be able to help the given student directly in class or, in the case of a more prominent student problem, contact the school psychologist.

Mental Health and Emotional Intelligence

Emotional intelligence is a key to good mental health. Emotional regulation leads to better academic performance. Adolescents who can control their emotions pay more attention, work harder and achieve better results in school. They more easily deal with conflict resolution and show lower levels of anxiety (these conclusions are part of a study by John Gottman and his colleagues). When we are emotionally balanced, it is much easier to remember new information, process it, make sense of it, and connect it logically to what we already know (Lori Desautels).

Emotional Intelligence helps youngsters to develop their ability to build more positive relationships with family and peers, develop a more balanced perspective on life, and achieve good academic potential in school. After all, the ability to manage and understand the emotional world itself means having an extraordinary channel for learning, attention, memory, and controlling frustration. "The ability to express your feelings is a basic social skill" - Daniel Goleman.

Emotional Intelligence educators provide these key and backbone keys that should be part of the daily life where youths move daily. They are the seeds of strength and prosperity that teachers, parents, and caregivers must sow in children's minds and hearts.

Sometimes it is necessary to add a certain amount of rationality to be able to understand what lies behind emotion and explore its cause. You could use the following questions to discuss with the students and provide an opportunity for self-reflection (Figure 1):
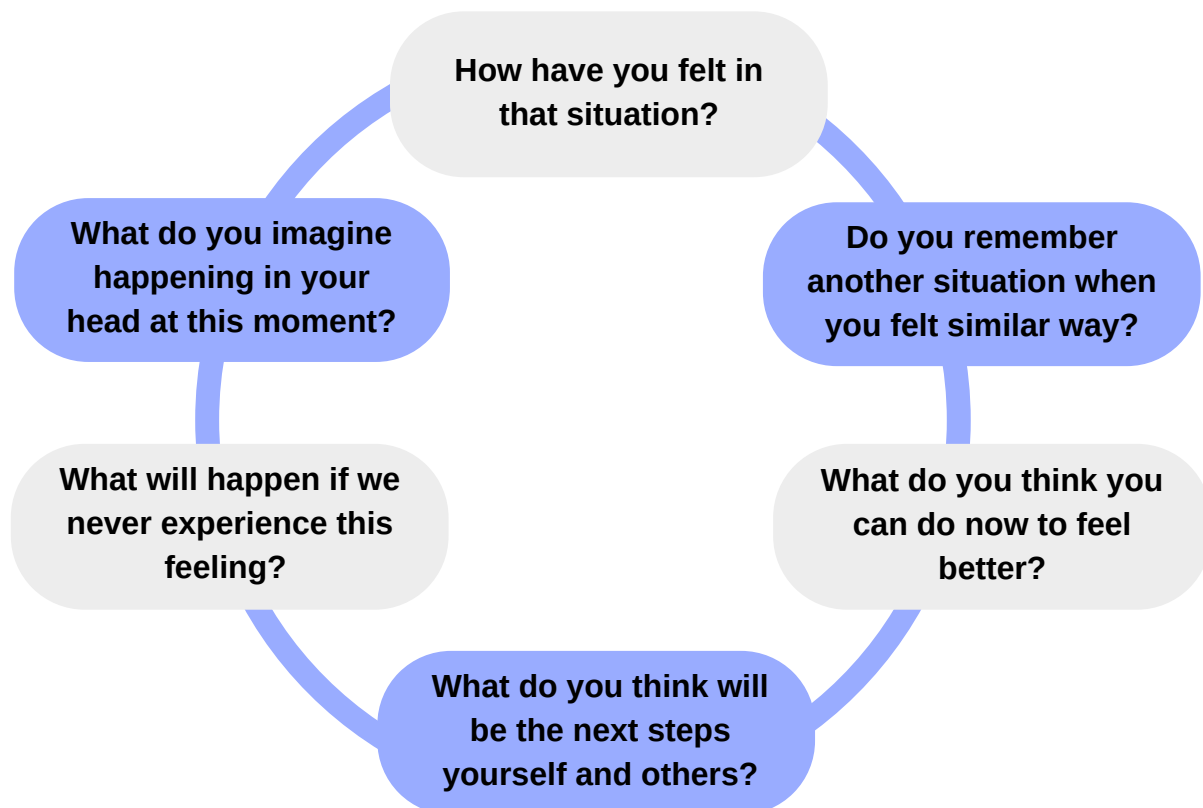
Other psychological methods and practices which could be used for better understanding and support of mental health:

Cognitive behavioral therapy (CBT) teaches techniques to identify, challenge, and reframe unwanted thoughts and behavior patterns.

Mindfulness-based cognitive therapy teaches mindfulness techniques along with behavioral techniques to help you begin to manage unwanted feelings and stay present through them instead of becoming overwhelmed.

Acceptance and commitment therapy teaches strategies to accept unwanted or distressing thoughts, stay present, and commit to positive activities that fulfill your values.

Problem-solving therapy. This approach teaches using coping skills to manage mental health symptoms and life experiences that cause stress and other emotional turmoil.

As part of group work, various tools are used to help students express themselves and overcome their fears. These are mainly emotional cards, which serve as a kind of mediator, and the students like working with them very much. Different drawing techniques can also be used, where students can visualize various phenomena in the form of graphs, pies, and hand outlines, depending on the age of the group. It is also advisable to support time spent together outside school (trips, excursions), where the informal, relaxed side is activated and mutual contacts are established better

For students with identified symptoms of depression and anxiety, it is necessary to focus on immediate intensive cooperation with the parents and an external expert (clinical psychologist, child psychiatrist).

When working with an anxious or depressed student, we mainly focus on finding positive resources in the student himself or in his surroundings. We work on a positive, realistic self-image, as adequate self-knowledge in adolescence depends on contact with peers, so this process was disrupted during isolation. We use elements from behavioural therapy, regularity, writing diaries is important. We also use various relaxation techniques, breathing exercises, and activation of the parasympathetic, which calms and helps to gain control during panic, anxiety attacks.

Comparing depression to a physical malady such as diabetes can help your teen frame depression as an illness, understand their symptoms, grasp the importance of treatment, and help them not to feel alone or abnormal. Older children and adolescents are especially sensitive to feeling different or out of place. Talk with your child and encourage them to ask questions. For example: "Depression is a mental illness. It's like the flu and other illnesses in that it can make you feel tired or have a headache. It can also affect your moods and feelings. It can make you feel sad, lonely, frustrated, angry, or scared".

6. Conclusions.

Based on the previous content already mentioned, we present the following conclusions and procedures that are important for working with students after returning to schools after the COVID-19 pandemic:

- Work with the class team to identify problems, and learn to cooperate in the class with each other. First and foremost, mental health prevention practices must be incorporated into training programs early on in education. It's up to higher education and state certification boards to take the lead in establishing these programs, to ensure that mental health becomes a priority in our schools and that all teachers and students are provided the resources they need to succeed and stay healthy.

- Identification of pupils with learning difficulties and mental states who would need specific help. All Mental health disorders and conditions can be managed with proper professional support from specialists, once they are recognized and an individual is ready to start working on them.

- Multidisciplinary cooperation – parent, teacher, inclusive team, and an external expert. Strategy setting for individual detected cases. Most people suffering from mental health disorders/conditions go through a rough patch of self-and social accusations, guilt, and pain till the moment they get professional health and understanding of their conditions. Building social-emotional skills and competencies in school can be not only life-changing but life-saving for many individuals.

- Repetition of screenings, and increased sensitivity to pathological and inappropriate behavior of pupils, followed by interventions.

- Emotional intelligence is a key to good mental health. Emotional regulation leads to better academic performance. Adolescents who can control their emotions pay more attention, work harder and achieve better results in school.

CHAPTER 4

SELF-MOTIVATION

1. Introduction to the topic. General aspects.

Motivation is the engine of human development and the source of success. Thanks to it, it is possible to achieve the set goals. The term motivation comes from the Latin word movere meaning: to move, cause, set in motion, encourage someone to do something, or excite. In literature, it is a factor that causes someone to act, encourages someone to do something, and justifies someone else's behavior. In psychology, motivation is defined as all mechanisms responsible for activating, directing, maintaining, and terminating a behavior.It is an internal process regulating activities so that they lead to the achievement of the intended effect - the goal. It may be a change in external conditions, significant changes in oneself, or changes in one's position.

The incentive process can be defined as follows:

1. Excitation of energy.
2. Focusing the effort on a specific goal.
3. Attention selectivity, i.e., increasing attention to important stimuli and reducing to those warned as irrelevant.
4. Organizing reactions and emotions into an integrated pattern or sequence.
5. Consistent continuation of the shaped activity until the conditions that initiated it change.
6. Emotional arousal - positive or negative, depending on the results of the action. For the motivational process to take place, two conditions must be met: the effect (goal) must be assessed by the subject as useful and the subject must be convinced that the effect (goal) can be achieved under given conditions with a probability greater than zero.

2. The topic in adolescence. Particular implications.

Adolescence is a special phase in human development and arouses the interest of many researchers. In this period, despite the essentially constant external situation, large internal changes occur, caused by biological changes resulting from entering the period of physiological maturity, as well as by increasing psychosocial requirements related to the increase in the scope of independence and decision-making skills, and the resulting changes in self-image, social perception of an individual and hierarchy.

The process of education, long and intense, requires a lot of effort from students, so the first activity in the course of teaching should be to awaken the right motivation. Motivation, as an issue regulating the course of teaching and learning, is often a neglected area at school and the primary way of motivating students to learn in school assessment, which is treated as the main instrument encouraging students to work.

This proves that teachers mainly use methods of external (instrumental) motivation, often underestimating the role and importance of internal motivation. It is still not obvious that the lack of motivation among students is not their fault.

It is also not apparent to view a lack of motivation as a cause rather than an effect. It is often said about a student: "Gifted but lazy." What does this "lazy" actually mean? It is time to think about creating the right conditions to give your students a natural impulse of curiosity and willingness to act.

Self-motivation is a trait that is often underrated. It's more than just getting out of bed in the morning; it can significantly impact the student's school performance and also success in adulthood.

Furthermore, research shows that students fueled by intrinsic motivation think more logically and apply their knowledge and skills more effectively. Children are naturally motivated to learn until about age 7. After this time, they will need the ability to motivate themselves, a vital skill if they are to succeed.

3. The secondary school classroom. How it affects the psycho-social development of the student in the school context?.

School is one of the educational environments most strongly influencing the development of a young person. How the basic functions of the school are implemented, concerning both teaching and upbringing, is closely related to the concept of a human being and the structure of values that determines the pedagogical goals. The school atmosphere is most often defined as a shared perception of objective reality, social environment, school conditions, and school culture, and not the objective reality in which the students and teachers function.

The mechanisms of the school climate's impact on achievement are complex and have been analyzed in numerous studies. Motivation to learn is one of the greatest factors, as it is influenced by the sense of belonging to the school community, appreciation by teachers, and the perceived fairness of school rules. In psychology dealing with upbringing and education, two main types of motivation are indicated: external and internal. Depending on which motivation the student is "based" on, a student may want to learn more or less. It is the closest environment for the student, and above all, teachers and parents create conditions for the development of a given motivation.

External motivation creates an incentive to act, which is in some way gratified, or which allows avoiding punishment, understood in various ways. It is related to the award or evaluation that we get for the result achieved in learning, less often for the effort put into it. This motivation is associated with a large control system. The parent at home constantly asks: what grade did you get? usually asks "how are others?"

To immediately compare the result. A parent pays the child for a good grade or gives a reward, and if the grade is lower than expected - disciplines them. As a result, the child learns without pleasure, without paying much attention to the usefulness of the acquired content, only for assessments to meet the expectations of the parent and the teacher. The teachers, commenting on the results of e.g tests in the class, also increase the importance of the assessment.

These results in students being compared, and the pressure to achieve a good result can be associated with fear of being rejected by the group or wanting to join the group of the "best".

The biggest problem with a student's learning occurs when the motivating factor is missing (rewards are no longer relevant) or the pressure to achieve success is too high (the student does not have intellectual abilities that meet the requirements of the environment).

External motivation very often weakens intrinsic motivation in order not to act for pleasure anymore, but to obtain a reward. Students often lose interest in an activity they used to enjoy and for which they now receive a reward (grade).

Internal (autonomous) motivation - E. Aronson states that "the intrinsic motivation is engaging in some activity because it gives us pleasure or arouses our interest." Internal motivation about the school situation is associated with the pleasure and joy derived from learning, greater curiosity about the world, a lower level of fear of school, a tendency to process information more deeply, engaging better strategies for this, with a tendency to undertake tasks that challenge with better academic achievements. Teachers should strive to develop this type of motivation, which makes learning neither boring nor difficult.

A student who is guided by intrinsic motivation has a feeling that what has been done is valuable and a student can be proud and satisfied with it. Such a state "drives" a student to continue work and a student does not need more encouragement to take up studies. The teacher can also support the student's intrinsic motivation by creating opportunities for success. Each success awakens the desire for the next one. The "recipe" for school motivation could be as follows: the student knows that he can cope with it, understands the rules of a given activity, and sees its benefit in it.

This supports his inner attitude to taking action. One should also be aware of the obstacles that hinder the implementation of this process, such as impaired development or behavior, low student self-esteem, knowledge gaps, and low skills in basic school techniques (reading, writing, counting, remembering). The teacher does not influence the fact that they exist but influences how they affect the student's motivation.

Students with developmental disorders need additional support, often a slower pace of work or other working methods. Behavioral students need understanding and clear boundaries. Students with low self-esteem need frequent messages and feedback about their abilities and opportunities for success. Students with a lack of knowledge need additional remedial activities. Each of them should be involved in the work of the class so that they can achieve success to the best of their abilities.

According to Hanna Hamer, the teachers who trigger internal motivation in students are:

- Aware of the needs of each student
- Interested in the development of each student
- consistent and decisive in matters of rules, impassable boundaries, and tasks
- Democratic
- Encouraging courage
- Emotionally warm
- Seeing opportunities for success for each student
- Respectful of the efforts and contribution of each student.

Moreover, the teacher must be motivated to motivate the students. It would be good for teachers to teach with full commitment, passion, and enthusiasm. There is a directly proportional relationship between the level of teachers' motivation and the level of students' motivation. If the teacher's motivation is low, students can easily observe low levels of perception, distraction, low level of understanding of the content, and rapid forgetting of the learned material.

On the other hand, the teacher's enthusiasm spreads around like a virus, positively "infecting" the students. A teacher's feelings can be an important indicator of how students feel. If there is boredom, fatigue, and discouragement in it, then the students probably feel the same way in class. It is worth trying to introduce elements of fun in work with young people that foster a good atmosphere and mutual sympathy.

The elements of fun give satisfaction from the lesson, after all, it is known that it is easier for young people to learn a given subject and get better grades if they like the teacher's lesson.

Is there a possible synergy between autonomous (internal) and external motivation?

The review of the research shows that:

- External motivators such as reward, competition, or restriction lower intrinsic motivation.
- It was also noticed that the possibility of choice, even if illusory, increases intrinsic motivation.
- In a situation where a person is externally motivated, one chooses the easiest way, as it increases the chance of obtaining the expected external reward.
- Coercion causes rebellion and contrariness in those who perform the task.
- Repeating sentences that emphasise one's strengths promotes self-confidence and thus better well-being, which in turn increases our faith in being able to control the situation, and gives us the willingness to continue learning.
- Less emphasis on external evaluations, including elements of self-evaluation, favours the emergence of intrinsic motivation and its consequences.

The external environment influences us constantly, but, according to Maslow, external stimuli acquire a motivational meaning only after they are related to internal needs. According to A. Maslow's theory of the hierarchy of needs, behaviour is a response to perceived needs. Satisfying lower needs and the emergence of higher-order needs is the main mechanism of changes in the behaviour of an individual. Abraham Maslow indicated a certain hierarchy of importance of needs. He argues that needs must be met in a certain order. Translating this hierarchy of needs into school situations shows that, for example, a hungry student will find it difficult to focus on learning and assimilating the material.

Similarly, an insecure child, fearful, and disapproved of by peers and teachers may not be ready to take on the intellectual tasks assigned to him and overcome the difficulties associated with them. Abraham Maslow's hierarchy of needs, as a theory of motivation, makes us aware that to effectively motivate students, it is necessary to satisfy not only their higher-order needs, i.e. those closely related to school education but also those lower in the hierarchy, because it conditions the need for knowledge and struggles creatively with intellectual difficulties.

4. Impacts recognised through post Covid-19 experience.

The pandemic revealed, even more, the imperfections of the education system: problems with social communication, maladjustment of curricula and teaching methods to the challenges of the present, and too little emphasis on key competencies.

The results clearly showed that students learning remotely do not perform well in all of the subjects spheres - social, school and emotional - compared to young people who could attend school. Home-schooled students felt less connected with their peers, did not feel part of the school community, and reported less support from adults. They also experienced more negative emotions (such as sadness) and less positive emotions such as joy.

The enthusiasm for the school was also much lower - students learning remotely thought they were less gifted and less likely to be successful. It is worth noting that the observed differences in students' well-being were revealed mainly in older youth. This is probably due to the fact that they have just entered secondary school, or because it is difficult to maintain direct contact with their peers, which is particularly important at this age.

5. How to deal with these difficulties? Strategies or good practice cases found in the literature or references at national/European level.

How to develop intrinsic motivation in students? What to do to use their ideas and learning potential to make it fun or exciting?

Awakening internal motivation is related to meeting three extremely important needs: a sense of autonomy, a sense of competence, relationships, and bonds. Taking these three factors into account gives a real chance for the development of intrinsic motivation. Teachers should strengthen the student's sense of autonomy by:

- Encouraging independent thinking, analyzing and constructing conclusions, encouraging joint dialogue, e.g. with the words: "What do you think about what you have read?", "Where can you use this knowledge?".
- Replacing checking knowledge with tests with your projects, essays, and open tasks.
- Giving even the smallest choice in acquiring knowledge, which strengthens involvement in the activity performed (there can be homework for volunteers or an exercise to choose from - do one of two, the student chooses the topic of the essay, sets the date of the test or handing over work, etc.).
- Imitating the use of language that indicates power and strong control over the student, e.g. you must, should, and must not reformulate the message into I would like you to.

A proper sense of competence can be strengthened in the learner by:

- Enabling the student to set goals and support in achieving them.
- Encouraging students to evaluate their goals - help in finding mistakes, asking questions that provoke reflection, e.g. "What do you think about your work?".
- Taking care of the atmosphere and commitment to work instead of paying attention to evaluations and achieving the best results.
- Providing feedback to the student - focusing on the positives, pointing to errors with a positive message, which includes information about what should be changed.
- Praising the student primarily for the effort and commitment.

The need for relationships and bonds can be met primarily by creating real relationships between students and listening carefully. The class contract is helpful, which includes such points as we do not criticize ourselves and our statements, we have the right to make a mistake, everyone has the right to have an opinion and it is equally important, etc. The teacher should trust students and share their passion with them. Even if it is not fully related to the learned subject (this especially applies to the educator). Students should feel that teachers believe in them and sympathize with them.

Creating an inspiring place to work - an interesting educational space- is a key factor. Clutter and "austere" interior design can make children feel uncomfortable. A clean, cozy place that meets the basic needs, e.g. drinking water, will be more friendly for the student.The color of the class walls mustn't be aggglassve. When it is warm outside the window, you can create a learning space outside the classroom, for example on the playground or near the school. There is a fashion for science in the so-called green classroom, so in the open air. Leaving the school bench, sun and fresh air are the best motivators for work and make learning more effective.

By preparing a topic that can be implemented in the yard, the teacher will avoid the students' intrusive questions: "Shall we go outside?" as an attempt to force a "loose" lesson. I encourage you to surprise students - "we have nice weather today, I invite you to work outside", to which the majority will react "hurray!". Thanks to this, the teacher gains the sympathy of the students, and the attitude to work is immediately positive.

When motivating students to learn, different methods should be used:

A. Methods supporting self-confidence:

- Program the path to success / continuous progress with moderate effort
- Help students set goals, achieve progress, and see the relationship between workload and outcomes
- Give extra help to students who are struggling with setbacks
- Apply educational procedures to students with symptoms of the failure syndrome
- Help students who are preserving well-being replace their showpieces with learning objectives.
- Encourage low-achieving students to undertake tasks with the appropriate degree of difficulty.

B. Methods of motivating using external incentives:

- Praise and reward students for meeting the criteria for completing the assignment
- Praise and reward so that students appreciate the learning outcomes

- Direct learners' attention to the practical value of the knowledge and skills taught

C. Methods of relating to students' intrinsic motivation:

- Encourage independence in the role of a learner/autonomy/, let them make choices
- Choose activities that require active behavior from students and provide immediate feedback, enrich teaching with game elements, make demands on various skills
- Organise frequent group work that is meaningfully planned
- Adapt the teaching activities to the interests of the students and combine practical and cognitively inspiring elements in the lesson

D. Methods of stimulating motivation to learn:

- shape motivation to learn as a general disposition. To this end, demonstrate your motivation by communicating proper expectations as well as minimizing students' anxiety related to task completion.
- shape students' expectations towards learning, show enthusiasm and passion
- stimulate motivation, manipulate the components of the situation: appeal to curiosity, evoke tension, turn abstract material into personal, concrete, familiar, try to get interested in the task, show why it is important
- correct the attitudes and behaviors of discouraged students, work in close contact with them, recognize their interests and work on them, help shape positive attitudes toward school and learning

E. Taking into account the individual needs of students

F. Raising your competences, and qualifications as a motivator, i.e. you should work on your own sense of effectiveness, attributes of success and failure, expanding your knowledge and related skills.

Teacher's recipe for student success:

- Convince students that you really enjoy teaching them.
- Speak clearly, loudly, and eagerly.
- Take care of the proper pace of speaking.
- Be free and have fun with the student while learning.
- Trust them.
- Clearly define your goals.
- Show the benefits in your goals.
- Be prepared and organise for the lesson.
- Appreciate their work.

- Make large, transparent teaching aids.
- Take care of your and the student's good mood.
- Minimise distractions.
- Remind information when the student begins to forget it.
- Rely on them, belief in their abilities.
- Use different teaching methods, be unconventional.
- Never interrupt when a student is talking.
- Encourage critical thinking.

- End lessons at a time when he feels unsatisfied.
- Provide answers to the most difficult questions.
- If the student fails in something, try to understand, but show them no mercy, encourage them to keep working.
- Encourage bragging rights about their next achievements.
- Be a support and praise for everything you can praise for.

6. Conclusions.

- The ability to motivate oneself becomes one of the key conditions for taking effective actions and achieving success.

- The motivation process is complicated, it is made up of different people and the environment. Motivation ought to be developed and maintained at a high level if we would like to pursue good student results.

- Even the smallest achievement should be recognized while emphasizing its importance.

- The student's ability to achieve success is a prerequisite for stimulating students' motivation to learn. The level of motivation remains closely related to the student's interests and attitude towards learning, the teacher, or a specific subject of study. However, motivation in many cases depends on the teacher's personality traits and experiences.

- Motivation is of great importance in all human activities, it is essential for intended learning. Motivation stimulates the individual's activity and success

CONCLUSIONS

Emotions have a great influence on people's lives, dealing with them from early childhood education is fundamental and necessary, as it will enable teachers to equip their students with the necessary skills to cope with all kinds of emotions that they may experience throughout their lives. If it lays the foundations for students with basic knowledge such as self-awareness, their abilities, and potential, as well as their limits, they will have a weapon to control their own emotions rather than having them take control of their lives.

In recent years, there has been a great deal of information on achieving and identifying socio-emotional aspects. However, this objective cannot be achieved if it is not worked on at school because it requires continuous work.

The information detailed in the handbook is a compilation of four main areas which is set out as a basis for this consolidated handbook, which contains an in-depth analysis of the previously mentioned topics. As a result, they have been presented in depth to relearn interpersonal relationships and foster the psychosocial development of young people in the post-Covid-19 era.

This handbook allows the educational community to identify weaknesses and gaps in the current school sector to be improved with our project, which is the starting point for the development in the European context of "Together Again: Practical techniques for relearning interpersonal relationships and fostering psychosocial development in the post-covid-19 era" and a toolbox for schools, aiming to boost teacher training in the development of interpersonal skills and psychosocial development.

It is important to note that this handbook provides indicative results and excludes that they fully represent the current overall level of practice in each country. Partner organizations and schools contributed their expertise and experience to develop the breadth of practice at the local, regional and national levels, which can contribute to and account for evidence of the consistency of practice and the celebration of a shared framework. By using all these tools in a complex, the teacher will be able to develop social and personal skills in his or her students, as best practices are proposed to be adapted and applied to students in secondary school years.

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