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SCHOOL WELL-BEING

4 ALL

Support material for Learning / Teaching /
Training Activities
School Well-Being 4 All
in Türkiye

Denizli , 03-08 March 2024

- Orff Music Therapy Method ✓
- Preventing Peer Bullying With Educational Game Method ✓
- Gaining Anger Management Skills With The Imagery Technique ✓
- Pentatonic Music Therapy Method ✓
- Aerobic And Stress Reduction Activities ✓
- Developing Emotional Awareness Skills ✓

**PAMUKKALE REHBERLİK
VE
ARAŐTIRMA MERKEZİ**

**SCHOOL WELL-BEING
4 ALL
IN TÜRKİYE**

Denizli, 2024

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Contributed

Enver YUMRU

Mustafa BEKİL

Sena Sinem AYDIN

Eren CAN

Şahin KEÇE

Gürhan MOLA

Abidin YILDIRIM

Ahmet URHAN

Kübra DAMAR YILDIRIM

INTRODUCTION

Our main goals are to improve teachers' skills in managing undesirable behaviors and to create well-being for special education students in partner institutions, to reduce undesirable behaviors of special education students in partner institutions, and to increase their awareness and knowledge levels.

Within the scope of the project, 6 short-term LTTs will be hosted by Partners, each covering a topic related to the well-being of special education students and the teachers who work with them. Through the proposed training, participants will learn how to use different methods to create happiness in school.

In the events we host, we focus on very specific theories, methods and approaches that are not known and/or used by other partners. By applying new methods in local activities, partners will make a significant contribution to ensuring the well-being of students and teachers.

Activities include a range of creative and effective approaches to support teachers working with special education students, providing inspiring and adaptable approaches to enriching classroom practices related to creating the overall well-being of special education students and reducing undesirable behaviors. It also includes methods to address teachers' own well-being through work-related stress management methods/techniques.

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ORFF SCHULWERK APPROACH

Orff Schulwerk is to express a thought or experience with movement, body, song, word, instrument or movement. This is one of the most effective ways for active learning. In active learning, the extent to which our five sense organs are active is important for the knowledge to be permanent and effective. The methods applied to enrich learning in Orff Schulwerk studies reconcile learning by doing with brain-based learning. This method, developed by composer and music educator Carl Orff, is based on the natural behaviors of the child in a unique way, and involves activities such as singing, hand clapping, rhythm exercises, movement accompanied by music, language studies and creating musical stories with rhymes, using the whole body. It refers to music and movement studies that encompass and increase learning opportunities by providing multi-sensory opportunities to the child during the learning process.

HISTORY OF THE ORFF SCHULWERK APPROACH

Carl Orff, the child of an officer father and a pianist mother, started his music education at the age of five with piano lessons from his mother. In 1924, a group of dancers and musicians at the Munich Günther Dance School participated in rhythm and movement training planned by Carl Orff. Carl Orff stated that these planned studies were the birth of the Orff Schulwerk Approach. As a result of the studies carried out, with the first broadcast in 1948, Orff Schulwerk programs became known to everyone and became more famous day by day.



PEDAGOGICAL PRINCIPLES OF THE ORFF SCHULWERK APPROACH

The Orff understanding is an understanding that is not only based on music education, but also that educating people comes first and that this type of education is on a very different dimension than the music lessons taught in classes. Orff's understanding argues that each individual has personal abilities. In line with this thesis, it aims to reveal the talent within individuals by appealing to all senses. At this point, considering the individual with his/her biological, cultural and social aspects is of great importance for the process.

EFFECTS OF THE ORFF SCHULWERK APPROACH ON CHILDREN

Orff Schulwerk is an approach in which all sensory organs are used effectively. It helps the development of the child's communication skills such as perception, attention, speech, and expressing himself/herself with his/her body. It can be said that children's social development is also supported thanks to group work. One of the foundations of mental development is experience. Orff Schulwerk studies can support the child's mental development and help make learning permanent. It is stated that Orff Schulwerk is also effective in the education of mentally and physically disabled children. In a study conducted in 2014, activities were carried out with children with autism using the Orff Schulwerk method to improve their communication skills. At the end of the year-long research, it was seen that the communication skills of the students improved. Additionally, positive results were observed in their social development.



Orff-Schulwerk provides suitable foundations for the integration of music, movement/dance, language and visual art practices in groups consisting of individuals with different skill levels. In this approach, all children are given opportunities to participate in movement and music, to take an active role in activities, and to have experiences in which they express themselves and create. Music and dance enable communication and encounters, provide a sense of co-production and sharing, and are above all social activities that should be suitable for everyone.

Individuals with intellectual disabilities, individuals with developmental delays or autism, and children with pervasive developmental disorders can perform these activities to the extent their potential allows. For individuals with intellectual disabilities, music therapy can teach many skills and concepts, in addition to being used as an activity that brings success. Music therapy helps children with different developments, academic, language, social, etc. It is a complementary therapy method to support and improve skills. Music therapy can be applied in skill development programs and academic subjects can also be taught with Music.

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PEER BULLYING

Peer bullying is among the violent behaviors that can frequently be seen among students in schools. Among the important causes of peer bullying: Students who put pressure on their friends see themselves as superior among their friends, prefer violence as a solution, and think that the victim deserves the pressure he is subjected to.

Bullying behaviors occur among peers in three different ways: Physical bullying behaviors; verbal bullying behaviors include hitting, slapping, punching, kicking, scratching, tripping, spitting, pushing, pulling hair, taking belongings by force, intimidating; Name-calling, mocking, dishonoring, humiliating, insulting, gossiping, threatening and swearing are among the emotional bullying behaviors; exclusion, giving heavy work, not involving in activities, not talking, not helping, and leaving alone. Bullying behavior has negative effects on both the perpetrator and the victim.

EDUCATIONAL GAME



Educational games; It is a technique used to reinforce and support the topics covered in the learning-teaching process in more comfortable and entertaining environments. These are enjoyable, entertaining, artistic and aesthetic skills-developing activities, including competitions, for students with special needs to achieve their learning goals. Games are used effectively, especially in pre-school and the first stage of primary education, also called the play age. Recently, with the advancement of computer technology, educational game software has begun to emerge. Learning through play is an activity outside of the traditional classroom atmosphere.

BENEFITS OF TEACHING WITH EDUCATIONAL GAMES

Some games are played individually, some games are played by groups of two, three or four, some games are competitive, some games are cooperative; games are physical, logical (mental), technological, etc. to be in species; It contributes to the development of students not only cognitively, but also their physical, personal, social and affective characteristics.

Since games are suitable for children's developmental periods and are satisfying due to their features, they also contribute to their natural mental, social and personal development processes.

Since the implementation of games and activities is planned to include all students, no child will be left out and participation of every child will be ensured.

Play provides children with opportunities to develop new cognitive, social-emotional and physical skills. Not only do they learn these skills well, they can also use them in a variety of situations.

When a child plays, he can develop a playful attitude that can think of different ideas, new ways to do things and solve the problem, and can think very creatively in problem solving.

Educational games contribute to the development of children's skills such as empathy, working in cooperation and self-expression.

EDUCATIONAL GAMES AND PEER BULLYING

Educational games contribute to the development of many skills in students. Children who gain characteristics such as problem-solving skills, empathy, self-expression, and active listening skills will prevent the risk factors that cause peer bullying. If the students who bully acquire the skills of empathy and self-expression, it will help the victim understand the situation he is in and give up his bullying behavior. The risk of being bullied will decrease for the victim who acquires skills such as problem solving skills.



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ANGER

Anger is caused by our borders being invaded, our rights being violated, being blocked, unsatisfied desires, being hurt, being threatened, etc. It is a natural and universal emotional response to undesirable outcomes and unmet expectations. The experience of frustration can occur when we are attacked or disappointed in our relationships with other people, when we feel treated unfairly or our boundaries are violated, when we do not have the opportunity to express ourselves, or when we feel inadequate. In addition to being angry at others, it is sometimes possible to feel anger towards ourselves. The reactions and behaviors displayed in case of anger may differ from person to person.

Anger is a natural, human emotion that is normal at a certain level, controllable, and must be experienced. However, if it gets out of control and turns destructive; It causes problems in school-work life, personal relationships, and general quality of life. Anger, when left uncontrolled, can be harmful to oneself and the environment.

ANGER MANAGEMENT

Gaining the ability to express anger in a healthy way is called "anger management". The main purpose of anger management is; It is the ability to express one's emotions in a non-aggressive, non-violent way that does not harm oneself or the environment.

There are many methods that teach anger management. Correct method; may vary from person to person. Choosing the one that suits the individual's personality and lifestyle will lead to effective results.



VISUALIZATION

Visualization is also a way to control anger. Visualization; It is seen as an important factor that helps to carefully visualize the movement to be performed and to design a new movement or further develop an existing movement. In addition, visualization is known as the state of imitating the experiences that individuals experience.

The visualization method is also used in therapy methods such as cognitive behavioral therapy (CBT), schema therapy and Eye Movement Desensitization and Reprocessing (EMDR) and in sports psychology.

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MUSIC

Throughout history, music has not only been a source of artistic inspiration for people, but also played a role in expressing social consciousness. We know that in every aspect of life, from birth to death, there is no time without music.

HISTORY

Greek; Penta = five; tonic=sound; It literally means a series of five sounds.

Pentatonic music was formed and developed in China and later became widespread all over the world.

Pentatonic music has influenced the music of not only neighboring countries but also many countries around the world. Songs written in the pentatonic scale can be found in the Far Eastern Countries, the Balkans, various regions of Africa and many European countries. Five-tone music is used today in jazz, many folkloric music and especially in improvisation.



MUSIC THERAPY

Music is a very powerful basic phenomenon that affects people's mental, physical and spiritual behavior, meets their communication needs and balances social relations. When used as a music therapy method, it protects and improves people's mental and physical health, regardless of their age.

Music therapy is used to improve the psychological states of patients during the treatment process of many diseases.

Although it is a cheap and side-effect-free method, it has a positive effect on the physical, psychological, social, emotional and spiritual recovery of patients. Music is a unique stimulus because it causes both physiological and psychological responses in the individual listening. The history of music therapy goes back as far as the history of medicine. Because people often used treatment tools together. Socrates' student Plato (Plato) B.C. He stated that around 400 BC, music affected the depths of the soul with harmony and rhythm, giving the person tolerance and comfort.



MUSIC THERAPY IN TURKISH-ISLAMIC CIVILIZATION



A history of music among the Turks that has been going on for at least 6000 years . Drum is the most common musical, announcement and signaling instrument in Turks. Additionally, various wind, percussion and string instruments have existed throughout history.

B.C. The music of the Oghuz people , who settled in Anatolia between 3000 and 2000 , is considered a source of Shaman music . Shamans' drum and Kyrgyz Turks It is known that kopuz players , called Baksı , use kopuz in magic and treatment, and these people are considered sacred, and they accompany their spirituality as experts on the human soul among the public.

PENTATONIC MUSIC AND EDUCATION

In many countries, the pentatonic scale is included in the primary school curriculum and children's songs written in this scale are taught. Using the pentatonic scale is a good way for children to create their

own music. Because in this string, all sounds are compatible with each other and it is not possible to make a wrong sound. This allows children to improvise music without difficulty. Therefore, the pentatonic scale is especially ideal for late infancy and early childhood.

PENTATONIC MUSIC AND CHILDREN WITH SPECIAL NEEDS

Special needs It has often been reported that children are particularly sensitive to music and music therapy . Use of music Special needs It is suitable for motivating children and filling the basic gap in their social time. Music as an auditory stimulus for special needs It is a good way to communicate with the child. A child who is unresponsive to external sounds may show hypersensitivity to musical sounds. Music can be used to establish intersensory integrity.

This type of music has been found to give a feeling of self-confidence and determination , it seems to be very effective in opening up some types of obstacles. This type of music is improvised on the piano, and children are asked to perform certain movements after a certain period of time by listening to this music.

Pentatonic melodies are currently used in the adaptation of autistic children at the Royal Music Therapy School in London, in child education in Hungary, and in various countries in parapsychological studies and as a concentration- enhancing element, as they increase theta wave activation in the brain . When the music to be used in treatment centers is desired to be free from tension, five sound systems are used.

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STRESS

Stress generally means difficulty or trouble. People first find it difficult when faced with a situation they encounter for the first time, and then they begin to get used to it. Stress is a person's reaction to the psychological or physical strain caused by a situation or action. Therefore, stress occurs when a person's spiritual and physical limits are threatened. Therefore, it is a situation that reflects on the social, psychological and physiological levels of the person.

Although stress seems to be a negative concept, it is divided into two groups: positive and negative stress. Situations such as getting a promotion, having a child, or becoming famous can be examples of positive stress. Negative stress can lead to loss of self-confidence and feelings of inadequacy. Situations such as unemployment, death, and failure can be examples of negative stress.

While positive stress brings joy and satisfaction in life, negative stress can create feelings of disappointment, hopelessness and helplessness. While positive stress motivates and encourages the individual, negative stress can lead to physically and psychologically damaging consequences.

An individual's reaction to stress varies depending on how he understands the event and the meaning he attributes to it. For this reason, it can cause different symptoms in the person. These symptoms can be seen in physical, psychological, emotional and behavioral areas. Problems such as stomach problems, sweating more than normal, headache, tense muscles, difficulty breathing, chest pain, heart palpitations, depression, absent-mindedness, forgetfulness, and anxiety may occur. All of these seriously reduce the person's quality of life.



AEROBIC

Aerobic is the general name for a set of exercises in which most of the energy needed by the body during exercise is met by aerobic metabolism. These exercises involve working large muscle groups for a certain period of time. For example, activities such as skiing, running, walking and cycling can be counted among aerobic exercises.

Studies reveal the positive effects of aerobic exercises on general human health. Aerobic activities are effective on clinical conditions such as cardiac and respiratory rehabilitation, sleep disorders, diabetes, anxiety and depression. The positive effects of aerobic exercises on health become evident when practiced regularly.

In many studies on stress and exercise in the last 15-20 years, it is clearly seen that there is a positive relationship between regular exercise and mental health. It is scientifically possible to say that exercise reduces and prevents stress and depression. An aerobic activity such as walking, cycling, or swimming for 20-60 minutes a day, 3-5 days a week, reduces stress-related tension, makes it easier to get out of a depressive mood, eliminates feelings of anger and hostility, and keeps the person fit.



Regular exercise reduces the sensitivity of the psychological system to catecholamines such as adrenaline and cortisol, which are activated in response to stress.

The feeling of accomplishment gained by exercising gives self-confidence, self-efficacy and vitality, the body perceives stressors such as competition and lack of time as less threatening, and stress decreases.

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EMOTIONS AND EMOTION AWARENESS

Emotions, which form the basis of human functioning by guiding thoughts and behaviors from the first days of human life, are formed by quickly and automatically giving meaning to ongoing events. Emotions are messengers that tell us what our mood is.

Emotions are programmed to make emergency plans for a living being to continue its vital existence. During any threat or danger, emotions protect the organism by causing sudden reactions.

Emotions begin with life, develop and become richer throughout life. People's emotional reactions are different from each other and each person has his or her own emotional characteristics. This may vary depending on personality structure. These changes are natural and necessary for life. People who do not show any emotional reaction to events or who develop stereotypical reactions may be considered to have a mental disorder.



Negative emotions, just like positive emotions, are part of the richness of life. Just like a physical pain or ache, they alert us to a potential problem that needs attention. Keeping violent emotions under control for a long time may cause them to re-emerge in a distorted and perverted form after a while. On the other hand, the emergence and sharing of emotions in social harmony is important for personal and social health.

The development of the human being as a whole requires the understanding and development of his emotional world. In order for a person's behavior to change, he or she must first recognize the emotion behind that behavior. Becoming more aware of emotions provides an important opportunity to change behavioral responses and increase the sense of control. Being aware of one's own and others' emotions is an important part of social and personal well-being.

Recognizing and expressing emotions is an important part of communication. Talking about one's emotions is the shortest way to understand and control these emotions. As a social being, humans need emotions in two ways; The first is as a source of motivation to sustain daily life, the second is to raise the level of existence.

Numerous studies show that there is a significant relationship between emotion and psychological well-being, and that positive emotions are an important element of mental health and subjective well-being (Myers, Sweeney, & Witmer, 2000).

Emotional awareness is explained as the ability to recognize one's own and others' emotions. It emerges from the gradual differentiation and integration of emotional information. It involves being informed about the emotion at that moment in a way that is different from experiencing and expressing the emotion.

In the last two decades, scientific interest has emerged regarding the relationship of emotional expression to well-being and health.

As a result of the research, expressing emotions;

- It makes communication healthy
- Accelerates healing in trauma cases
- Protects physical and psychological health
- Increases job satisfaction
- Provides subjective well-being
- Increases marital satisfaction
- Improves problem solving skills

can be seen.

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PAMUKKALE REHBERLİK VE ARAŐTIRMA MERKEZİ

Contact:

+90 258 211 86 25 

Siteler Mh. Ulus Cd. No.78 Pamukkale/Denizli 

denizliram.meb.k12.tr 

pamukkaleram 

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