



# SCENARIO

**TOPIC:  
„SECRETS OF  
EFFECTIVE WORK  
WITH ADULTS IN  
STRESSFUL  
CONDITIONS”**

**Participants:** Educators\* working with disadvantaged adults

**Duration:** 8 lesson hours

**Description:** The "Secrets of effective work with adults in stressful conditions" training is a course that aims to teach educators effective techniques for working with adults in stressful situations.

Disadvantaged adults experience stress on many levels and on a larger scale, so it is worth equipping educators with effective stress management tools. During the training, participants will gain knowledge about the mechanisms of stress and how to deal with it. They will have the opportunity to learn tools and techniques for working with people who are experiencing difficult life situations and effective ways of resolving conflicts and negotiating in stressful conditions. The training will also focus on aspects related to one's own control of emotions, self-esteem and building self-confidence in working with adults in difficult situations.

**Goal:** The aim of the training is to provide participants with the knowledge and skills needed to effectively cope with stressful situations when working with adults. The training aims to help participants understand the nature of stress and its impact on our functioning, as well as learn stress coping techniques. Additionally, the training is intended to present strategies and tools that will enable effective work with adults in stressful situations and will increase the effectiveness of work in such conditions.

**Educational outcomes:**

After completing the training, the participants will:

- consciously use stress-coping techniques when working with adults in difficult situations.
- understand the impact of stress on work and customer relationships and implement effective stress management strategies.
- create an effective and flexible strategy of actions in stressful situations.

- have (or will improve) listening and communication skills that will help establish more effective relationships with clients.
- be able to master techniques for dealing with emotions in difficult situations and maintaining a professional distance when working with clients.
- have greater self-confidence and ability to cope with stress,
- have greater understanding of the needs of adults in stressful situations and improved relationships with them,
- improve communication and interpersonal skills, which may have a positive impact on other areas of the professional and private life of the training participants.
- improve the quality of work with adults in stressful situations and introduced new work methods that can be used in everyday work.

## FRAMEWORK PROGRAM

**Part 1:** Understanding stress and its impact on working with adults (duration: 45 minutes)

- Definition of stress and its types
- Physiological and psychological effects of stress on the body
- How stress affects working with adults
- Tools to identify stress in yourself and others

**Part 2:** Stress Management Techniques (Duration: 90 minutes)

- Relaxation techniques (e.g. meditation, yoga, breathing)
- Techniques of positive thinking and positive influence on thoughts
- Strategies for dealing with emotions (e.g. anger and frustration reduction techniques)
- Ways to build resistance to stress

**Part 3:** Communication and empathy when working with adults under stress (duration: 45 minutes)

- Effective ways to communicate with adults under stress
- Ability to listen and empathy when working with adults
- How to avoid conflicts and solve difficult situations when working with adults under stress

- Tools to increase effectiveness in communicating with adults under stress

**Part 4:** Managing time and priorities when working with adults under stress (duration: 90 minutes)

- How to organize your time to work more effectively under stress
- Techniques for planning and managing priorities when working with adults under stress
- How to deal with excess tasks and time pressure when working with adults under stress
- Effective strategies for maintaining work-life balance

**Part 5:** Staying motivated and engaged when working with adults under stress (duration: 90 minutes)

- How to stay motivated and engaged when working with adults under stress
- Techniques for building a positive atmosphere when working with adults under stress
- How to recognize and prevent burnout
- Strategies for maintaining passion and interest in working with adults under stress

**Part 6:** Ending (duration: 45 minutes)

- Participants' summary of the main topics and techniques discussed during the training.
- Highlighting key findings and recommendations for educators working with disadvantaged adults under stress
- Training evaluation and participants' comments.

**Course of classes:**

During the module, the trainer may ask the following questions to stimulate discussion and encourage participants to actively participate. The course of the classes is only a proposal and inspiration for the person conducting the workshop. The initial version for the educator, which adapts the training to the needs of the group, their expectations and the pace of work.

## **Part 1: Understanding stress and its impact on working with adults**

(duration approx. 45 min) - based on the points of the FRAMEWORK PROGRAM.

Development of training points for the educator.

Tips.

The trainer begins the training by welcoming the group and introducing himself/herself. Here is a place to share your personal story related to the training topic. It may be, for example, a story about failure turned into success. You can also present a crisis or stressful situation that led you to look for a way out of the difficult situation.

Before starting the training, it is worth making sure that the participants clearly understand the purpose of the training and the benefits they can get from it. Explain why this training is important to them and what skills they will be able to gain.

An exercise that allows participants to get to know each other and present their expectations regarding the training. The leader proposes an exercise aimed at getting to know each other and sharing expectations regarding the training. For example, this could be a short self-introduction round in which participants present their name, profession, a short statement about their concentration experience, and one expectation they have from the training.

Discussion of the training agenda and program. The instructor presents a detailed training plan, specifying subsequent sections, their duration and the main issues that will be discussed. It assures participants that they will have the opportunity to ask questions and actively participate in all parts of the training.

Understanding stress and its impact on working with adults is extremely important in today's dynamic world. Stress is the body's natural response to the various challenges and pressures we encounter every day. Working with adults, especially in the context of education or social support, may involve many situations that

generate stress among employees, clients and participants.

At the beginning of his presentation, the trainer presents the stress material - a mini-lecture that aims to familiarize the participants with the topic. Before starting the practical part with worksheets, you can encourage participants to actively discuss and ask questions that will help summarize the material discussed. This interaction is for inspiration only and is not required, but may enrich the participants' experience.

Below are sample questions.

- How do you understand the concept of stress? What are the different types of stress you encounter when working with adults
- Do you think stress affects the body physiologically and psychologically? What effects of stress can you see in adults?
- How can stress affect your work with adults? Are you able to identify the specific impact of stress on your actions?
- What tools or techniques do you use to recognize and identify stress in yourself and other adults?

Then the trainer proceeds to work on worksheets 1 and 2. Give each participant copies of the worksheets that have been previously printed for each of them. In this way, participants have the opportunity to practice practical exercises and apply the acquired knowledge.

After completing each worksheet, the tasks are discussed together in the group forum. Depending on the exercise, everyone or some of the people can present their results. Each exercise requires a trainer's summary.

A trainer's tip to share with educators of disadvantaged adults: working with adults in stressful environments can be a sensitive topic. Assure participants that the training is a safe place to share experiences and reflections. Encourage them to actively participate and discuss.

The trainer should perform physical exercises together with the group, preparing in advance to be a role model and lead the group through the process. You shouldn't just be a passive observer. Carrying out the exercise together will help you understand the group and its attitude and expectations. This does not mean that the trainer has to be a yoga specialist.

**Tips for the educator.** During this part of the training, you can focus on the following areas:

- Understanding the nature of stress: Start by discussing the definition of stress and its basic mechanisms. Explain that stress is the body's natural response to challenges and difficulties.
- Types of stress: Introduce the different types of stress, such as positive stress (eustress) and negative stress (distress), and explain what effects they can have.
- Symptoms of stress: Discuss the physical, emotional and behavioral symptoms of stress so that participants can recognize them in themselves and others.
- Individual reaction to stress: Point out that the reaction to stress is individual and may vary from person to person. Examples from everyday life will help participants understand this issue.
- The impact of stress on adult work: Show how stress can affect the effectiveness and quality of work of adult learners. Present scientific research and examples of work situations.
- Health effects of stress: Explain that long-term stress can lead to health problems such as heart disease, high blood pressure, sleep problems, and affect the ability to cope with other life problems.
- The importance of social support: Emphasize the role of social support in coping with stress. Encourage participants to share their experiences and ability to ask for support in difficult times.
- Empathy and understanding for participants: Indicate that educators should be empathetic and understand that course participants may also experience stress. Support participants in expressing their concerns and needs.

- Create an open space for discussion: Encourage open discussion and questions so that participants can share their experiences and considerations about stress.
- Remember that understanding and managing stress are key competencies that will help educators support adult learners in achieving their educational and career goals more effectively.

## **Part 2: Techniques for dealing with stress (duration approx. 90 min)**

- based on the points of the FRAMEWORK PROGRAM.

Development of training points for the educator.

Tips.

Stress coping techniques are a valuable set of tools that allow us to effectively counteract and counteract the negative effects of everyday challenges and life pressures. With the fast pace of life and the many demands we face, we experience various forms of stress that can affect our health and well-being. It is worth understanding that there are many effective ways to reduce and manage stress that we can incorporate into our lives. From relaxation techniques and positive thinking to strategies for coping with emotions, these tools help us build mental resilience and increase our inner harmony.

When starting the session, the trainer begins by asking questions to the participants in order to introduce them to the topic and encourage interaction. This interaction is for inspiration only and is not mandatory, but may enrich the participants' experience.

Below are sample questions:

- Do you use any relaxation techniques to deal with stress? If so, which ones?
- What positive thinking or positive thought techniques help you reduce stress?
- How do you deal with emotions such as anger and frustration in stressful situations? What strategies do you use?
- How do you build your resistance to stress? Are there specific methods you use in your work with adults?



Then the trainer moves on to a presentation on Stress Coping Techniques, where participants learn various relaxation techniques (e.g. meditation, yoga, breathing techniques), positive thinking techniques and ways to positively influence thoughts. Strategies for dealing with emotions will also be discussed, such as techniques for reducing anger and frustration and ways to build resilience to stress. After the presentation, the trainer moves on to the practical part, where the participants will complete Worksheets 3 and 4. The instructor hands out to each participant copies of the worksheets that were previously printed for each of them. In this way, he/she allows participants to practice and apply the acquired knowledge in practice.

Tips for the educator. During this part of the training, you can focus on the following areas:

- **Stress management techniques:** Explain various stress management techniques and their applications, such as:
  - **Muscle relaxation:** Teach participants how to relax tense muscles consciously.
  - **Meditation and mindfulness:** Introduce the basics of meditation and mindfulness to help participants reduce stress.
  - **Breathing exercises:** Present how to control your breathing in stressful situations.
  - **Social support:** Encourage support from friends, family and colleagues.
- **Physical activity:** Emphasize the importance of regular physical activity in reducing stress.
- **Healthy diet and sleep:** Remind yourself of the role of healthy eating and adequate sleep in managing stress.
- **Practice techniques:** Encourage participants to practice selected techniques during training. You can conduct short sessions of meditation or breathing exercises.
- **Individual approach:** Emphasize that everyone can find techniques that work best for them. There is no one universal method of dealing with stress.

- **The role of ongoing practice:** Explain that practicing stress management techniques on regular basis is crucial. Encourage participants to incorporate them into their daily lives.
- **Long-term development:** Remind that stress management is a skill that can be developed throughout life. Continued learning and practice are crucial.

**Part 3: Communication and empathy in working with adults under stress (duration approx. 45 min)** - based on the points of the FRAMEWORK PROGRAM.

Development of training points for the educator.

Tips.

Communication and empathy play a key role when working with adults under stress. Confronting various challenges and pressures of adult life can lead to strong emotions and tensions among employees, clients and participants alike. In such situations, the ability to communicate effectively and demonstrate empathy becomes extremely important, allowing for understanding and supporting people in difficult moments.

At the beginning, the trainer begins with a presentation on the topic "Communication and empathy in working with adults under stress", focusing on important aspects.

After the presentation, there is an optional opportunity to conduct a discussion using the following questions:

- What methods of communication are effective when working with adults under stress? Can you give examples?
- How important is skillful listening and empathy when working with adults? What techniques or strategies do you use to demonstrate empathy?
- How do you avoid conflicts and solve difficult situations when working with adults under stress? Do you have any tools that help you with this process?

- What tools or strategies do you use to increase the effectiveness of communication with adults under stress?

After finishing the discussion, the trainer moves on to Worksheet no. 5.

Key principles of communication and empathy worth remembering and implementing:

1. **Active listening** is the ability to focus on what the other person is saying, without interrupting them or preparing a response during the conversation. This allows to understand the participant better and show him/her respect.
2. **Build trust:** When working with people under stress, building trust is the key. The participant should feel that he or she is in a safe place where he or she can share his or her feelings and thoughts.
3. **Avoid assessment and judgment:** It is important not to judge the participant or judge their reaction to stress. Each person has their own experiences and ways of coping.
4. **Use open-ended questions:** Asking open-ended questions encourages the participant to express their feelings and thoughts in more detail. This helps understand his/her situation better.
5. **Avoid interrupting the conversation:** Try not to interrupt a participant when they are expressing their feelings or thoughts. This gives him/her a sense of importance.

### Tips for the educator

1. Gather information and try to understand the context: Before you start providing support, try to understand the context in which the participant is experiencing stress. This will help adjust your approach.
2. Be empathetic and try to show understanding: Express empathy towards the participant, showing understanding and sympathy for their situation. You can say, "I understand this must be difficult for you."

3. Avoid advice: In many cases, people under stress do not need solutions or advice. Sometimes it is enough for them to have the opportunity to express their feelings and thoughts.
4. Be patient: Not everyone is ready to talk about their stress right away. Be patient and give the participant time to open up.
5. Understand cultural differences: If you work with people from different cultures, be aware of cultural differences in communication and reactions to stress. This can affect the way they express their feelings.
6. Provide support when possible: If you can, provide support in the form of resources, contacts to specialists, or tips on coping with stress.
7. Keep confidentiality: It is important to respect participant confidentiality. Do not share his/her private information without his/her consent.
8. Refer to specialists: If you notice that a participant needs professional help, do not hesitate to refer him/her to specialists. Your goal is to help, but not replace, professional therapy.

#### **Part 4: Time and priority management in working with adults under stress (duration approx. 90 min).**

Development of training points for the educator.

Tips.

Time and priority management is a key element of effective work with adults in stressful situations. In such situations, when pressure and demands are high, the ability to manage time appropriately can help maintain efficiency and minimize the negative effects of stress.

When starting the session, the trainer uses podcast 1 to introduce participants to the topic. Before starting the presentation, you can start a discussion using the questions

below, which are intended to encourage participants to actively participate.

- How do you organize your time to work more effectively in stressful situations? Are there specific techniques or methods that you use?
- What planning and priority management techniques do you use when working with adults under stress?
- How do you deal with the excess of tasks and time pressure when working with adults in stressful situations?
- What are your effective strategies for maintaining work-life balance in stressful situations?

After the initial discussion, we will move on to expanding the topics in our presentation.

After completing the presentation, the trainer can complete Worksheets 6, 7 and 8 with the group. Each participant will receive an individual worksheet to complete, taking into account their own reflections and conclusions resulting from today's meeting.

### **Remember!**

As an educator, every day can bring challenges related to time management. We often start it with enthusiasm and full of plans, but reality can quickly surprise us. Unforeseen situations, sudden meetings, tasks and responsibilities that require immediate attention - all of these can cause our plans to begin to fall apart.

But no matter how chaotic our day may look, there are proven ways to overcome this challenge. The key to successful time management as an educator is the ability to plan and control your own time individually. Let's not let time manage us - we should manage it.

- Before starting work on time management, help participants understand what the main sources of their stress are and why they feel overwhelmed by responsibilities. This will help adjust strategies to their specific needs.

- Help participants identify their goals and priorities both at work and in their personal lives. Helping to identify what's really important can help eliminate unimportant tasks.
- Teach participants time planning techniques, such as creating a to-do list, using a calendar or a time management app. Help them determine what tasks are most important and set deadlines for them.
- Help participants understand that it is not always possible to do everything. Emphasize the need to set realistic expectations for your productivity.
- Teach participants prioritization techniques, such as the Eisenhower method (important and urgent vs. important but not urgent), to help them stay focused on the most important tasks.
- Mention the need to limit time spent on distractions such as social media and unproductive internet browsing.
- Introduce attention techniques such as the Pomodoro technique, which involves working for a set period of time and then taking a short break.
- Encourage participants to delegate tasks that can be delegated to others and to ask for help when necessary. Let them know that asking for support is not a sign of weakness.
- Remind participants of the importance of taking care of their physical and mental health. Healthy eating habits, regular exercise and sleep can help you better manage stress.
- Provide participants with information about available sources of support, both at work and in the community. Let them know that they are not alone in dealing with challenges.

The educator can act as a mentor, providing support and advice on time and priority management during and after the training. It is worth emphasizing that effective time and priority management can significantly help adults reduce stress and improve the quality of life, both at work and outside of it. Educators play a key role in imparting these skills and supporting participants in implementing them.

### **Part 5: Maintaining motivation and commitment in working with adults under stress (duration approx. 90 min).**

Development of training points for the educator.

Tips.

A trainer entering the training, apart from the task of transferring given knowledge, has a much greater challenge, i.e. constantly motivating the recipients to learn, acquire new knowledge and develop skills.

Maintaining motivation and commitment when working with adults in stressful situations is a key aspect of effectiveness and satisfaction in the profession. Everyday challenges and tensions can affect our motivation, which can lead to a decline in commitment and professional fatigue.

- When starting the session, the leader begins by asking questions to the participants to introduce them to the topic and encourage interaction. This interaction is for inspiration only and is not mandatory, but may enrich the participants' experience. Below are sample questions:
- How do you maintain your motivation and commitment when working with adults in stressful situations?
- What techniques or strategies do you use to build a positive atmosphere when working with adults under stress?
- How do you recognize and prevent burnout when working with adults?
- What are your strategies for maintaining passion and interest in working with adults in stressful situations?
- After a short introduction, the trainer continues the presentation to discuss in more detail the topic of maintaining motivation and engagement when working with adults under stress. During the presentation, key aspects, strategies and tools are discussed to maintain a positive attitude and full commitment in the profession, even in demanding situations.

After completing the presentation, the host moves on to presenting Podcast 2, which is an additional source of information and inspiration in the context of the topic. The podcast provides additional perspectives and experiences that can support participants in staying motivated and engaged in their work with adults under stress.

The next step is to distribute Worksheets 9 and 10 to the participants, which they can complete individually. These sheets contain practical exercises and questions that will help participants apply the techniques discussed in their professional lives, and encourage them to reflect on their own strategies for maintaining motivation and engagement. The participants will be encouraged through these tasks to practically implement the discussed topics and increase the effectiveness of their work in the face of stress.

### **Tips for the educator**

- Before you start the workshop, invest time in understanding the situation and needs of your participants. This will allow you to adjust your content and approach to their specific needs.
- At the beginning of the workshop, indicate why maintaining motivation and commitment is important, especially in the context of working with adults under stress. Show how it can impact the quality of their work and life.
- Help participants define their professional and personal goals. Setting goals can be a driving force for action and maintaining motivation.
- Encourage participants to identify their individual sources of motivation. Whether it's a passion for work, a desire for professional development, or a desire to succeed - it's important that they know what drives them.
- The educator can act as a mentor, supporting participants in achieving their goals and staying motivated. Sharing your own experience can be inspiring.



- Introduce participants to a variety of motivational techniques, such as setting priorities, creating action plans, tracking progress, and rewarding themselves for achievements.
- Remind participants that stress management is the key to staying motivated. Help them understand what stress management techniques may be most effective for them.
- Emphasize the importance of building a positive and supportive work environment. Share strategies for promoting a good team atmosphere and reducing stress.
- Help participants identify intermediate goals towards achieving their main goals. Encourage them to give themselves small rewards for intermediate achievements to keep them motivated.
- Encourage participants to share their experiences and strategies with other participants. Shared practice and group support can be motivating.

Maintaining motivation and commitment when working with adults under stress is the key to effectiveness and professional satisfaction. Educators can play an important role in building these skills and supporting participants in their development.

### **Part 6: Conclusion (duration approx. 45 min).**

Development of training points for the educator.

Tips.

Summarizing the meeting, the trainer encourages a discussion during which participants can ask questions about the topics discussed. The group analyzes and highlights together key findings and recommendations applicable to educators' work with disadvantaged and stressed adults.

Then, based on the acquired knowledge, the group develops key conclusions and practical tips that may be useful for educators in their everyday work. Special aspects are highlighted that help increase the

effectiveness of activities in the area of supporting adults in difficult circumstances.

At the very end of the meeting, the educator hands out evaluation questionnaires to the participants, which allow collecting the participants' opinions, comments and assessments about the value of the meeting and its organization. Surveys also provide an opportunity for participants to express their opinions and conclusions, which may contribute to further improvement of educational activities and meetings.

**Guidance questions:**

- What are your main conclusions and recommendations for working with disadvantaged adults under stress?
- What were your most important discoveries during the training? Do you have any comments or suggestions for further development?
- How do you rate this training? Are there any additional comments or suggestions you would like to share with the trainer?
- Are the presented solutions and tips inspiring for you? Will you implement the content in your educational activities for disadvantaged people?

Remember, this is the moment to hand out training certificates and other possible thanks or confirmation of participation.

At this point there is also time for:

- Questions from the group
- Conclusions
- Evaluation questionnaire
- Diplomas for participants



## EVALUATION SURVEY

Dear Participants,

We hope that today's classes/workshops were interesting for you and that you had the opportunity to learn many interesting things. We care about your opinion, so we will be very grateful if you take a moment to complete the survey below.

**The survey is anonymous.**

1. Did the workshops provide sufficient knowledge and techniques to manage stress?

DEFINITELY YES / PROBABLY YES /  
PROBABLY NOT / DEFINITELY NOT

2. Did the workshops provide practical tools to help? maintain motivation when working with adults in stressful situations?

DEFINITELY YES / PROBABLY YES /  
PROBABLY NOT / DEFINITELY NOT

3. Are the time management techniques presented during the workshop were helpful and can be used in your life everyday?

DEFINITELY YES / PROBABLY YES /  
PROBABLY NOT / DEFINITELY NOT

4. Which part of the class did you like the most?

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5. Would you like to take part in other thematic activities?

YES/NO

6. If so, please list the topics that would be relevant to you interesting.

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7. Additional remarks:

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**Thank you for completing the survey. Your opinion is valuable to us.**

## DIPLOMA FOR THE PARTICIPANT



# Diploma for

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For participation in the workshop  
entitled "Secrets of effective work with adults in stressful conditions"  
organised on .....



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