

STRESSLES(S)!

STRESSVERMINDERING: EEN DEENSE KIJK

1. VOORWOORD

Deze bachelorproef voert een onderzoek naar stress bij kinderen in het lager onderwijs van de derde graad. Dit onderwerp werd gekozen in samenspraak met mijn stageschool waar leerkrachten aangegeven hebben dat hun leerlingen stress ervaren. Ik verwijs in deze paper naar mijn stageschool als 'De Zonnestraal'. Dit is een fictieve naam om de anonimiteit van de stageschool te garanderen. Het onderwerp stress sluit aan bij mijn persoonlijke interesse en ondervinding dat stress nadelige gevolgen kan hebben voor het dagelijks functioneren en de gezondheid. Uit nieuwsgierigheid hoe stress in andere landen wordt aangepakt en het feit dat Denemarken jaar na jaar in top drie van de werelds meest gelukkige landen staat¹, heb ik gekozen voor een vergelijkende studie met dit land. Het doel is de verschillen tussen het Deense en het Vlaamse onderwijssysteem weer te geven. Daarnaast kijk ik tevens of Deense en Vlaamse kinderen stress ervaren, welke technieken in scholen worden toegepast om deze stress te verminderen en wat leerkrachten kunnen doen in hun klas.

Ik wil graag enkele personen bedanken voor hun tijd, ondersteuning en tips bij het schrijven van deze paper. In de eerste plaats wil ik Soetkin Vervaet (promotor) en Jonatan De Geest (copromotor) bedanken, alsook de leerkrachten met wie ik heb mogen samenwerken in de Deense en Vlaamse scholen. Meer specifiek wil ik de directie en leerkrachten van basisschool De Zonnestraal bedanken. Ik sluit graag af met een dankjewel aan Jolan en mijn familie.

¹ (Helliwell, J., Layard, R., & Sachs, J., 2019)

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2. ABSTRACT

Deze paper geeft een antwoord op de vraag 'Welke elementen uit het Deense schoolsysteem zijn toepasbaar om stress te verlagen in de derde graad lager onderwijs in Vlaanderen?'. Dit onderwerp werd onderzocht omdat ik na interviews met leerkrachten op mijn stageschool, alsmede uit praktijkervaring diende vast te stellen dat veel leerlingen in de klas last hebben van stress en dat deze stress verschillende negatieve gevolgen heeft. Anderzijds kwam ik ook in contact met het Deense onderwijssysteem, dat sterk verschilt van het Vlaamse onderwijs. Ik mocht vaststellen dat Deense scholen en leerkrachten op een andere wijze omgaan met stress en dat Denemarken bovendien jaar na jaar in top drie van de werelds meest gelukkige landen staat. Om beide redenen vormt Denemarken derhalve een interessant vergelijkingspunt.

In dit onderzoek worden eerst de verschillen tussen het Deense en Vlaamse onderwijssysteem onderzocht en navolgend hoeveel leerlingen er (in het Vlaamse onderwijs) stress ervaren. Uit literatuuronderzoek, observaties, interviews met Vlaamse leerkrachten uit de derde graad lager onderwijs en een online bevraging bij 83 Vlaamse leerkrachten mag blijken dat ongeveer 30 % van de leerlingen stress ervaart. Vervolgens wordt uitgelegd wat stress is en wat de oorzaken en gevolgen zijn van stress. Tenslotte wordt in deze paper zeer specifiek besproken wat Vlaamse en Deense leerkrachten doen om de stress bij hun leerlingen te verminderen of te voorkomen, en welke technieken de leerkrachten bijkomend nog kunnen aanwenden om het algemeen stressniveau in de klas te verminderen.

Individueel of klassikaal praten over stress, bewegen en gebruik maken van muziek vormen de primaire methoden die zowel in Vlaanderen als in Denemarken worden gebruikt om stress te verlagen. Opvallend is dat de Deense leerkrachten zich voornamelijk focussen op de relatie met hun leerlingen en dat het welbevinden van deze leerlingen centraal staat. Deze aanpak kan een inspiratiebron zijn voor de Vlaamse leerkrachten. Daarnaast vormt ook 'hygge', een Deense levensstijl die algemeen voor minder stress zorgt, een inspiratiebron voor de Vlaamse scholen.

Aan de hand van een zelf ontwikkeld product combineer ik oplossingen van Vlaanderen en Denemarken om stress te verminderen. Het product bestaat uit een stresspuzzel waar leerlingen hun stress mee kunnen weergeven. Bijgevoegd is er een boekje voor de leerkracht met een reeks oplossingen om stress te voorkomen/verminderen in de klas.

Isa Verbeek - Juni 2019 te Sint-Niklaas.

3. PRAKTIJKPROBLEEM

Nadat de zorgcoördinator en een leerkracht van de derde graad in de stageschool De Zonnestraat hun bezorgdheid hadden geuit over stress² die leerlingen ervaren, ging ik op zoek naar meer informatie hierover. Via gesprekken met leerkrachten van de derde graad in de stageschool en een online bevraging van leerkrachten van de derde graad in Vlaanderen³ kon ik meer inzicht verwerven in de omvang van de problematiek. Uit de bevraging mocht immers blijken dat de klasleerkrachten uit de stageschool aangeven dat gemiddeld 37,8% van hun leerlingen stress ervaren.⁴ Ook uit een online bevraging van 83 Vlaamse leerkrachten mocht blijken dat 30% van de kinderen (uit de derde graad lager onderwijs) last hebben van stress.⁵

Niettegenstaande deze opmerkelijke cijfers geven de klasleerkrachten van de derde graad op de stageschool aan geen systematische aanpak of beleid op klas- en/of schoolniveau te hebben. De klasleerkrachten geven aan dat op klasniveau eigenlijk niet rond stress wordt gewerkt. Op individueel niveau zijn er wel mogelijkheden, maar deze zijn geheel afhankelijk van de persoonlijke aanpak van een aantal leerkrachten en het (alarmerende) stressniveau bij de leerlingen. Buiten het gebruik van koptelefoons, dewelke voornamelijk worden ingezet om de concentratie bij de leerlingen te verhogen, blijkt uit de gesprekken met de leerkrachten van stageschool De Zonnestraat dat de school geen algemeen beleid rond stress heeft.⁶

Uit onderzoek van Jellesma (2009) blijkt bovendien dat stress veel gevolgen kan hebben die het kind belemmeren, zoals piekeren, angst en lichamelijke klachten.⁷ Vooral chronische stress heeft negatieve gevolgen voor het kind. Hiernaast blijkt uit onderzoek van Engert, Miller, Plessow, Kirschenbaum en Singer (2014) naar empathische stress tevens dat stress kan worden 'doorgegeven'.⁸ Gelet op hecht klasverband is de kans aldus groot dat ook binnen een klasgroep stress wordt doorgegeven.

Om al deze redenen ben ik van mening dat stress een probleem is dat onder de aandacht moet worden gebracht en dient te worden aangepakt.

Aangezien mijn keuzetraject internationalisering is, wou ik graag eens bekijken hoe het zit met stress van kinderen in de derde graad van de lagere school in Denemarken. Denemarken staat in 2019 wederom op plaats 2 van de gelukkigste landen ter wereld.⁹ Wanneer wordt gekeken naar de lijst¹⁰ van de meest gestreste landen, staan de Scandinavische landen helemaal onderaan. Hierbij staat Denemarken op plaats 69 (de zesde laatste plaats). Het land kan dus worden gezien als één van de minst gestreste landen. België doet het op de stressranking al behoorlijk goed (plaats 61), maar er is nog ruimte voor verbetering. Een diagram van de *health and well-being index*¹¹ geeft aan dat de hoeveelheid stress die Scandinaviërs ervaren hun algemene welzijn en gezondheid heel erg, met wel 84 procent, beïnvloedt. 70% van de Scandinaviërs geeft bovendien aan dat hun algemeen gevoel van gezondheid en welzijn goed of zeer goed is, een opmerkelijk positieve statistiek.¹²

² Stress wordt uitgelegd in onderzoeksvraag 2, onderdeel stress.

³ Zie online bevraging, bijlage 1.

⁴ Zie resultaten online bevraging, bijlage 2, nr. 5.

⁵ Zie resultaten online bevraging, bijlage 2, nr. 4.

⁶ Mondelinge communicatie op 9 januari 2019, Leerkrachten 3^e graad en zorgcoördinator 'De Zonnestraat'.

⁷ (Jellesma, F., 2009). Dit wordt behandeld in onderzoeksvraag 2, onderdeel stress.

⁸ (Engert, V., Miller, R., Plessow, F., Kirschbaum, C., & Singer, T., 2014)

⁹ (Helliwell, J., Layard, R., & Sachs, J., 2019)

¹⁰ (Bloomberg, 2013)

¹¹ Zie diagram, bijlage 5.

¹² (Maagdenberg, R., 2011)

4. ONDERZOEKSVRAGEN

Na het opzoeken van online literatuur en gesprekken met leerkrachten heb ik de hoofdvraag van mijn onderzoek kunnen formuleren. Deze paper tracht een antwoord te geven op de vraag "Welke elementen uit het Deense schoolsysteem zijn toepasbaar om stress te verlagen in de derde graad lager onderwijs in Vlaanderen?". Een kort overzicht van de definitie van stress, de oorzaken en gevolgen van stress en wie stress ervaart waren nodig om mijn onderzoeksvraag grondig te kaderen.

Teneinde een antwoord te bieden op deze hoofdvraag bleek het noodzakelijk om het onderzoek op te splitsen in vier deelvragen:

Deelvraag 1: Wat zijn de verschillen tussen het Deense en het Vlaamse onderwijssysteem?

- Deense onderwijssysteem
- Vlaams onderwijssysteem

Deelvraag 2: Hoeveel kinderen van de derde graad ervaren in de lagere school in Vlaanderen en Denemarken stress?

- Wat is stress (definitie, oorzaken en gevolgen)?
- Ervaren kinderen in Vlaamse scholen stress?
- Ervaren kinderen in Deense scholen stress?

Deelvraag 3: Wat doet men in Vlaamse en Deense scholen om stress te verminderen/voorkomen?

- Wat doet men in Vlaamse scholen om stress te verminderen/voorkomen?
- Wat doet men in Deense scholen om stress te verminderen/voorkomen?
- Wat doen de scholen in Denemarken om stress te verlagen dat scholen/leerkrachten in Vlaanderen niet toepassen?

Deelvraag 4: Hoe kan je als leerkracht algemeen stress verminderen in de klas?

5. ONDERZOEKSPAN

Deelvraag	Onderzoeksactiviteit	Februari	Maart	April	Mei	Juni
0	Laten invullen vragenlijst rond stress stageschool	■	■			
1	Literatuurstudie Vlaanderen		■	■		
1	Literatuurstudie Denemarken		■	■	■	
2	Vergelijken van literatuur		■	■	■	
2	Meest interessantste ideeën uit literatuur halen		■	■	■	
1 – 2 – 3	Bezoek Deense scholen & interviews		■	■	■	
3	Afzoeken ideeën literatuur aan realiteit in Deense klassen/interviews afnemen			■	■	
4	Data voorleggen leerkrachten L6 & feedback verwerken				■	■
Analyseren				■	■	
Concluderen				■	■	
Ontwerpen					■	■
Rapporteren						■
Presenteren						■

Deelvraag 1: Wat zijn de verschillen tussen het Deense en het Vlaamse onderwijssysteem?

Aanpak: Om deze vraag te beantwoorden maakte ik gebruik van literatuur. Voor het bestuderen van het Deense onderwijs was 'The Danish Education System'¹³ een interessant document. Hierin wordt het Deense onderwijssysteem uitgelegd. Eveneens observeerde ik tijdens mijn Erasmusproject een week in een Deense school in district Vangede en ging ik in gesprek met enkele Deense leerkrachten van deze school. Daarnaast bezocht ik nog drie andere scholen in Kopenhagen. Voor het Vlaamse onderwijssysteem was de officiële website van Vlaanderen een grote bron van informatie '<https://www.vlaanderen.be/onderwijs-en-vorming#onderwijsaanbod>'. Deze website bevat informatie over de lagere school, leerplicht, schoolplicht en schoolkosten. Ook informatie vanuit mijn stage-ervaringen in Vlaamse scholen werd geïncorporeerd.

Resultaten: Er zijn veel verschillen tussen het Deense en Vlaamse schoolsysteem. De onderstaande zijn de meest opmerkelijke:

Vlaanderen (België)	Denemarken
<ul style="list-style-type: none"> • Basisonderwijs • Leerplicht: 6 – 18 jaar • Leerjaar 1 tot en met 6 • 1 klasleerkracht voor heel schooljaar • Punten gebruikelijk vanaf leerjaar 1 • 150 - 160 schooldagen in een jaar¹⁴ 	<ul style="list-style-type: none"> • Folkeskole • Leerplicht: 6-16 jaar • Graad 0 tot en met 9 (optioneel graad 10) • 1 klasleerkracht voor drie schooljaren en vakleerkrachten • Punten vanaf graad 7 • 200 schooldagen in een jaar¹⁴

Deelvraag 2: Hoeveel kinderen ervaren in de lagere school in Vlaanderen en Denemarken stress?

Aanpak: Naast literatuur rond stress beantwoord ik deze vraag aan de hand van bevestigingen bij leerkrachten. De klasleerkracht werkt dagelijks samen met de kinderen en ziet de leerlingen in verscheidene situaties op school. Ook staat een (klas)leerkracht in contact met de ouders van kinderen. Hierdoor is de (klas)leerkracht een belangrijke bron van informatie. Naast gesprekken met leerkrachten op de stageschool De Zonnestraal, werd er bij 83 Vlaamse leerkrachten een online bevestiging gedaan aan de hand van google formulieren¹⁵. Hierbij werd er gepeild naar het aantal leerlingen met stress, de oorzaken, de gevolgen en de oplossingen voor stress. Mede nam ik interviews¹⁶ af bij 5 Deense leerkrachten.

Resultaten: Gemiddeld 38% van de leerlingen derde graad in de stageschool De Zonnestraal ervaren stress volgens hun klasleerkracht. Uit de online bevestiging blijkt dat gemiddeld 30 % van de leerlingen derde graad stress ervaren volgens Vlaamse leerkrachten. Deze resultaten worden bevestigd door literatuur en volgens een onderzoek van de Vlaamse scholierenkoepel¹⁷ zou 76,8% van de scholieren zelf aangeven stress te hebben. In Denemarken kon ik geen cijfers terugvinden over de leeftijd tot 12 jaar. Wel toont een Deense studie Børn og Unge i Danmark (2018) aan dat leerlingen vanaf 15 jaar meer stress ervaren dan vroeger.¹⁸ Ook de Deense leerkrachten geven in interviews¹⁹ aan dat hun leerlingen thans meer stress ervaren dan vroeger. Al zouden sommige leerkrachten dit geen 'stress' noemen, eerder druk bezig zijn en (te) veel te doen hebben.

¹³ (The Ministry of Higher Education and Science; The Ministry for Children, Education and Gender Equality; The Ministry of Culture, 2016)

¹⁴ (European Commission/EACEA/Eurydice, 2018/19, p. 9)

¹⁵ Zie online bevestiging, bijlage 1.

¹⁶ Zie interviews, bijlage 3.

¹⁷ (Vlaamse scholierenkoepel, 2017)

¹⁸ (Ottosen, M., Andreasen, A. G., Dahl, K. M., Hestbæk, A-D., Lausten, M., Rayce, S.L.B., 2018)

¹⁹ Zie interviews, bijlage 3.

Deelvraag 3: Wat doet men in Vlaamse en Deense scholen om de stress te verminderen/voorkomen?

Aanpak: In de online bevraging bij Vlaamse leerkrachten werd de vraag 'welke oplossingen worden aangereikt om de stress bij de leerlingen te verminderen en wordt de stress klassikaal of individueel aangepakt?' gesteld. Hierbij werd in een aansluitende vraag gevraagd om mogelijke oplossingen aan te kruisen die de leerkrachten effectief in de klas toepassen.²⁰ Deze lijst met mogelijke oplossingen heb ik opgesteld aan de hand van een verkennend literatuuronderzoek. Een verdieping in de literatuur hielp om de oplossingen verder uit te werken. In Denemarken werkte ik omgekeerd, eerst verdiepte ik mezelf in de literatuur om nadien oplossingen af te toetsen bij Deense leerkrachten aan de hand van interviews²¹. Ik haalde informatie uit literatuur zoals 'Falen maakt me bang!'²² (over faalangst bij kinderen). Een ander onderzoek is 'Systematic Review of Yoga Interventions for Anxiety Reduction Among Children and Adolescents'²³, waarbij er onderzoek wordt gedaan naar yoga en stressvermindering. Ook 'Music listening as a means of stress reduction in daily life'²⁴ wordt gebruikt om aan te tonen dat muziek stressverminderend kan werken. Als laatste bron voor het oplossen van stress in Denemarken is 'The little book of hygge'²⁵ een belangrijke bron. In dit boek wordt de Deense, tevens stress reducerende, levensstijl hygge klaar en duidelijk uitgelegd.

Resultaten: In de online bevraging geven Vlaamse leerkrachten voornamelijk aan een individueel gesprek te voeren met de leerling, in te zetten op positieve feedback, meer tijd te geven voor toetsen, bewegen en eventueel gebruik te maken van andere projecten om stress aan te pakken. Slechts 15% van de bevroegde leerkrachten geeft aan op schoolniveau rond stress te werken.²⁶ Literatuur bevestigt dat de rol van de leerkracht en bewegen een positieve invloed heeft op stress, maar ook yoga en mindfulness een positieve invloed zouden kunnen hebben. In Denemarken werken ze voornamelijk met hygge, een Deense levensstijl, en pyt, een Deense uitdrukking die letterlijk vertaald 'maakt niet uit' betekent. Hiernaast zetten leerkrachten in op beweging, natuur en muziek.

Deelvraag 4: Hoe kan je als leerkracht algemeen stress verminderen in de klas?

Aanpak: Om deze laatste deelvraag te beantwoorden viel ik terug op het onderzoekswerk uit de hierboven besproken onderzoeksvragen.

Resultaten: Alle informatie uit de observaties, literatuur, bevragingen en interviews bracht ik samen in één praktisch product voor leerkrachten en leerlingen om het algemeen stressniveau te verminderen in de klas (klassikale oplossing, niet louter individueel).²⁷ Het product bestaat uit een puzzel, waarbij de leerling op een eenvoudige manier kan aangeven wat de oorzaak van de stress is, en een bijpassend boekje voor de leerkracht om aan de slag te gaan met stress. In de bijhorende handleiding werden hygge, pyt en mindfulness verwerkt. Tevens zou het afschaffen van punten of het maken van een 'hygge' klashoek ook een oplossing kunnen zijn om stress te verminderen.

²⁰ Zie online bevraging, bijlage 1.

²¹ Zie interviews, bijlage 3.

²² (Lauwersen, J., 2016)

²³ (Weaver L., & Darragh, A.R., 2015)

²⁴ (Linnemann, A.; Ditzen, B.; Strahler, J.; Doerr, J.M.; Nater, U.M., 2015)

²⁵ (Wiking, M., 2016)

²⁶ Zie antwoorden online bevraging, bijlage 2, nr.6.

²⁷ Zie product, bijlage 4.

6. ANALYSE

Onderzoeksvraag 1: Wat zijn de verschillen tussen het Deense en het Vlaamse onderwijssysteem?

VLAANDEREN

Het basisonderwijs in Vlaanderen bestaat uit de kleuterschool met daaropvolgend de lagere school. Op 1 september in het jaar dat het kind 6 jaar wordt, start het kind in de lagere school. Een kind heeft vanaf die leeftijd, tot 18 jaar, leerplicht. Leerlingen studeren na het behalen van de eindtermen van de lagere school af met een getuigschrift basisonderwijs.²⁸ Op de leeftijd van 12 jaar maken de (geslaagde) leerlingen dan de overstap naar het middelbaar onderwijs. Eens een kind het getuigschrift van het middelbaar onderwijs heeft behaald (of de leeftijd van achttien jaar heeft bereikt) is hij of zij niet meer leerplichtig, maar kan de overstap worden gemaakt naar het hoger onderwijs.²⁹

De lagere school in Vlaanderen bestaat uit 6 leerjaren. Het is de school die beslist of het kind naar het volgende leerjaar mag.³⁰ Uit mijn stage-ervaringen en bevragingen in Vlaamse scholen blijkt dat leerlingen doorgaans gedurende één schooljaar dezelfde leerkracht hebben. Een leerkracht heeft aldus een vaste klas en een vaste set van leerlingen waaraan hij of zij lesgeeft.

Een school in Vlaanderen beslist zelf over haar evaluatie en rapporteringssysteem. De evaluatiecriteria en methodes worden vastgelegd in het schoolreglement.³¹ Vanuit mijn observatie in Vlaamse scholen stel ik vast dat Vlaamse leerkrachten punten geven op toetsen en taken. Op deze manier kan de leerkracht gemakkelijk aantonen of een leerling de eindtermen heeft behaald.

Een schooljaar in Vlaanderen start op 1 september en eindigt op 30 juni. Een schoolweek heeft 4 volledige lesdagen en 1 halve lesdag (woensdagvoormiddag). De dag in een school start op zijn vroegst om 8.00 uur en eindigt uiterlijk om 17.00 uur. Traditioneel is een schooldag van 8.30 uur tot 15.30 uur. Het schoolbestuur beslist hierover.³² De school legt zelf pauzes vast in de voor- en namiddag maar zijn verplicht om (minimaal) één uur middagpauze te geven.³³

In Vlaanderen is het basisonderwijs kosteloos. De scholen mogen geen geld vragen voor de inschrijving of voor noodzakelijkheden die nodig zijn om de eindtermen te halen. Wel mag de school een bijdrage vragen voor activiteiten, uitstappen en materialen. Hierop staat een maximumbedrag per leerling, dit bedrag varieert tussen 85 euro en 425 euro per leerling per jaar.³⁴

DENEMARKEN

In Denemarken gaan kinderen naar de Folkeskole, oftewel "*the Danish public school*" (= gemeentelijk). Dit omvat de lagere school en het lager secundair onderwijs (eerste 2 jaar van middelbaar onderwijs in België). De leerlingen hebben leerplicht vanaf het jaar dat ze 6 jaar worden voor een periode van 10 jaar. Het schooljaar start doorgaans op 13 augustus en eindigt op 29 juni.³⁵ Na de "folkeskole" kunnen leerlingen naar het algemeen hoger secundair onderwijs gaan, dit in voorbereiding op hoger onderwijs. Of ze gaan naar beroeps secundair onderwijs, dit in voorbereiding op een carrière in een specifiek vakgebied.³⁶

²⁸ (Vlaamse overheid., z.j.) c
(Naayer, H. M., 2016)

²⁹ (Nuffic, 2016, p. 11), (Vlaamse overheid, z.j.) b

³⁰ (Vlaamse overheid, z.j.) a

³¹ (Vlaamse overheid, z.j.) e

³² (Nederlandse Taalunie, 2019)

³³ (Vlaamse overheid, z.j.) f

³⁴ (Vlaamse overheid, z.j.) d

³⁵ (European Commission/EACEA/Eurydice, 2018/19, pp. 9, 23)

³⁶ (The Ministry of Higher Education and Science; The Ministry for Children, Education and Gender Equality; The Ministry of Culture, 2016, pp. 2, 4)

In Denemarken gaan de leerlingen naar school van graad 0 tot en met graad 9, met optioneel een extra jaar in graad 10. De leerlingen gaan automatisch verder naar de volgende graad. Gebruikelijk heeft elke klas voor 3 graden (3 jaar lang) dezelfde klasleerkracht. Uit observaties in Deense scholen stelde ik vast dat de klasleerkracht vaak diegene is die het meeste uren lesgeeft in die bepaalde klas. Naast de klasleerkracht krijgen de leerlingen ook les van andere leerkrachten die elk hun eigen vakgebied onderwijzen. Elke leerkracht in Denemarken is bovendien expert in drie vakken, zo geeft bijvoorbeeld Høy, P. leerkracht Folkeskole: Deens, sport en kunst.³⁷

In Denemarken krijgen leerlingen slechts punten vanaf graad 7 of 8 (leeftijd middelbare school). In 2007 werd vanuit de Deense overheid de 7-puntenschaal geïntroduceerd. Een leerling is geslaagd als het een 02, 4, 7, 10 of 12 haalt en niet geslaagd bij een -3 of 00. Voor de zevende of achtste graad krijgen de leerlingen wel een andere vorm van feedback voor taken. Leerlingen worden doorlopend geëvalueerd en krijgen feedback over hun opdrachten in plaats van punten.³⁸ Belangrijk is ook dat uit een bevraging met klasleerkracht Høy P. blijkt dat, wanneer leerlingen punten krijgen, er géén groot belang aan wordt gehecht. Alle leerlingen gaan automatisch over naar het volgende jaar, ongeacht hun 'punten'.³⁹ Årman J., Deense leerkracht aan Folkeskole, bevestigt dit ook: "You can't fail Folkeskole, but you can finish school with grades lower than passed" zo stelt hij. Hiernaast geeft Årman J. tevens aan dat punten enkel belangrijk zijn om verder te studeren. Zo moeten leerlingen bepaalde punten halen om bepaalde richtingen te mogen doen na de Folkeskole.⁴⁰

Uit schoolbezoeken en interviews met leerkrachten in Denemarken kon ik vaststellen dat een schooldag elke weekdag start om 8.00 uur en afhankelijk van de graad, duurt tot 13.00 uur, 14.00 uur of 15.00 uur. De jongste (eerste twee) graden stoppen met school kort na de middag. Vanaf de leeftijd 10-12 jaar eindigt een schooldag om 14.00 uur of 15.00 uur. De leerlingen hebben meestal een half uur de tijd om te eten 's middags.⁴¹

De Folkeskole wordt gereguleerd door de "Folkeskole Act" (op nationaal niveau), een wet die een kader biedt voor activiteiten op school.⁴² Folkeskole Act is gebaseerd op het principe van gedifferentieerd lesgeven (rekening houden met de niveaoverschillen van de leerlingen). Het versterken en ontwikkelen van interesses en kwalificaties van de leerlingen, en het verder ontwikkelen van coöperatieve vaardigheden is een belangrijke doelstelling in deze wet. Er zijn drie nationale doelstellingen:

- De publieke school moet alle leerlingen uitdagen om hun volledige potentieel te bereiken;
- De Folkeskole moet het belang van sociale achtergrond voor academische resultaten verminderen;
- Het vertrouwen in de school en het welzijn van de leerling moet versterkt worden door respect voor professionele kennis en praktijk in de school.⁴³

Hiernaast zijn er enkele belangrijke principes voor het Deense schoolsysteem:⁴⁴

- Onderwijs voor iedereen;
- Hoge standaarden (waarbij doorlopend geëvalueerd wordt);
- Levenslang leren;
- Actieve participatie;
- Projectwerk;
- De Folkeskole in Denemarken is gratis.⁴⁵

³⁷ Zie interview Høy P., bijlage 3, nr.5.

³⁸ (The Ministry of Higher Education and Science; The Ministry for Children, Education and Gender Equality; The Ministry of Culture, 2016, p. 14)

³⁹ Zie interview Høy P., bijlage 3, nr.5.

⁴⁰ Zie interview Årman, J., bijlage 3, nr.3.

⁴¹ (The Danish Ministry of Education, 2014, pp. 5-7)

⁴² (The Ministry of Education, 2018)

⁴³ (The Danish Ministry of Education, 2014, p. 18)

⁴⁴ (Ministry of Higher Education and Science, 2018)

⁴⁵ (The Ministry of Higher Education and Science; The Ministry for Children, Education and Gender Equality; The Ministry of Culture, 2016, p. 15)

Een andere optie in Denemarken (waarvoor slechts een minderheid van 16% kiest) is een privéschool, te begrijpen als een zelfbesturende instelling die gebaseerd is op een specifieke filosofie of geloof.⁴⁶

Vlaanderen (België)	Denemarken
<ul style="list-style-type: none"> ▪ Basisonderwijs (kleuterschool en lagere school), nadien secundair onderwijs ▪ Leerplicht: 6 – 18 jaar ▪ Leerjaar 1 tot en met 6 ▪ 1 klasleerkracht voor heel schooljaar ▪ Punten gebruikelijk vanaf leerjaar 1 ▪ 150 - 160 schooldagen⁴⁷ 	<ul style="list-style-type: none"> ▪ Folkeskole (lagere school en lager secundair onderwijs) ▪ Leerplicht: 6-16 jaar ▪ Graad 0 tot en met 9 (optioneel graad 10) ▪ 1 klasleerkracht voor 3 schooljaren en vakleerkrachten ▪ Punten vanaf graad 7 (7-puntenschaal) ▪ 200 schooldagen⁴⁷

Tabel 1: overzicht verschillen

VERGELIJKING ONDERWIJSSYSTEEM EN GEVOLGEN VOOR STRESS

Zoals uit de tabel hierboven blijkt zijn er aanzienlijke verschillen tussen het Vlaamse en Deense onderwijssysteem. In deze paragraaf wordt beschreven hoe deze verschillen een (stress gerelateerde) impact kunnen hebben bij leerlingen.

In Vlaanderen krijgen leerlingen al van in het lager onderwijs punten. Uit de online bevraging blijkt dat toetsen en rapporten een bron van stress zijn.⁴⁸ In Denemarken wordt er op de leeftijd van 10-12 jaar anders geëvalueerd. Wat opvalt is dat in Denemarken leerlingen ook meer stress ervaren vanaf het moment dat ze punten krijgen.⁴⁹ Het verschil tussen beide landen is dat leerlingen in Denemarken pas punten krijgen vanaf middelbare graden. Zowel in Denemarken als in Vlaanderen zijn er evenwel discussies over het puntensysteem.⁵⁰ Er zijn al enkele (Vlaamse én Deense) scholen die zonder punten werken.⁵¹ Deze aanpak vormt mogelijks een eerste methode om een oorzaak van stress te elimineren/verminderen.

Een tweede opvallend aspect is de structuur van het onderwijs. Het Deense onderwijs is zo ingedeeld dat het lager onderwijs en lager secundair zit gebundeld in één school. In Vlaanderen is dit niet zo. In Denemarken moeten leerlingen de overstap van basisonderwijs naar middelbaar niet maken. Dit vormt opnieuw een mogelijke stressfactor die in het Deense schoolsysteem wegvalt.⁵² Voor Vlaamse scholen kan het (nog) meer inzetten op het vergemakkelijken van de overgang tussen de lagere en middelbare school een oplossing zijn. Daartegenover staat wel dat leerlingen in Denemarken de stress voor de overgang wel ervaren na de Folkeskole, zijnde op de leeftijd van 16 jaar. Deense leerkrachten geven aan dat de keuze die de leerlingen dan moeten maken wel degelijk voor stress zorgt.⁵³

Ten derde hebben leerlingen in Denemarken drie jaar dezelfde klasleerkracht. Dit in tegenstelling tot Vlaanderen, waar een klas dezelfde leerkracht heeft voor slechts één jaar. De band met de leerlingen en het wij-gevoel in Denemarken is van groot belang. Zo geven leerkrachten aan tijdens hun pauzes tijd met de leerlingen door te brengen. Årman J. zegt zelfs dat dit juist het belangrijkste moment is omdat de leerlingen op die manier weten dat de leerkracht echt geïnteresseerd is in

⁴⁶ (The Ministry of Higher Education and Science; The Ministry for Children, Education and Gender Equality; The Ministry of Culture, 2016, p. 3)

⁴⁷ (European Commission/EACEA/Eurydice, 2018/19, p. 9)

⁴⁸ Zie onderzoeksvraag 2: stress.

⁴⁹ Zie onderzoeksvraag 2: Denemarken.

⁵⁰ (Lykkegaard, A., 2019)

⁵¹ (De Wilde, B., 2016), (Vtmnieuws, 2016)

⁵² (Tamerus, L., 2017)

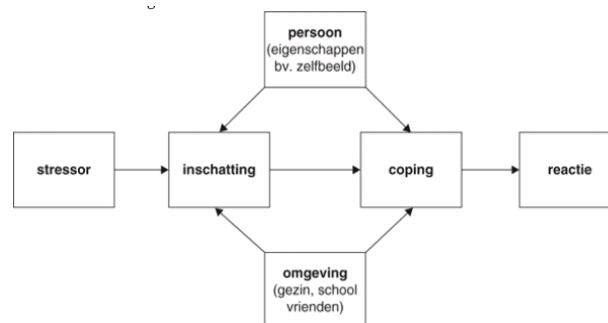
⁵³ Zie interviews, bijlage 3.

hen: *'it's my job to make me like them.'*⁵⁴ In drie jaar hebben de Deense leerkrachten de tijd om een kwalitatieve relatie op te bouwen met de leerlingen. Årman J. zegt hieromtrent het volgende: *"I see the pupils more awake in a day than that some of their parents do, it's very important that they feel good"*. Opvallend is dat, niettegenstaande ook Vlaamse leerkrachten aangeven dat welzijn erg belangrijk is, het welzijn van hun leerlingen voor de Deense leerkrachten alles is waar het om draait. Deze doorgedreven keuze kan ook als een stressverminderende factor worden beschouwd.

Onderzoeksvraag 2: Hoeveel kinderen ervaren in de lagere school in Vlaanderen en Denemarken stress?

STRESS: EEN DEFINITIE

Stress is een vorm van spanning die de mens in staat van alertheid brengt. Het is een chemische reactie van het lichaam op prikkels, situaties en omstandigheden. Wanneer iemand stress ervaart worden cortisol en adrenaline aangemaakt. Stress kan positief zijn en bevorderend werken, waardoor een persoon helder kan denken en overzicht bewaren. Daarnaast kan stress ook negatief zijn. Het is deze vorm van stress die in deze paper centraal staat. Negatieve stress werkt blokkerend waardoor er stressklachten kunnen ontstaan.⁵⁵ De hersenen gaan in overlevingsmodus. Stress kan chronisch worden, zodat de hersenen in overlevingsmodus blijven staan waardoor *"de draaglast groter is dan de draagkracht"* (Vingerhoets, 2000, p.2).⁵⁶ Hoe mensen stress ervaren is persoonlijk. Wat stress geeft, hoeveel stress men aankan en wat de gevolgen er van zijn, is afhankelijk van persoon tot persoon. Er bestaan factoren die mensen kwetsbaarder maken voor stress zoals perfectionisme, pessimisme, het zoeken naar waardering van anderen, ... In de onderstaande tabel 2 wordt weergegeven hoe een stressreactie werkt⁵⁷:



Figuur 1.3 Stressmodel.

Tabel 2: overzicht stressreactie (van der ploeg, 2013, p.8)

Stressoren zijn de oorzaken van stress. Het zijn prikkels of gebeurtenissen die extern (door omgeving) of intern (vanuit de persoon zelf) zijn. Tabel 3 biedt een overzicht van de belangrijkste bronnen van stress bij jongeren volgens Van der Ploeg, J.

⁵⁴ Zie interview Årman J., bijlage 3, nr.3.

⁵⁵ (Stresscentrum, z.j.) b

⁵⁶ (Vingerhoets, A., 2000) (Cleveland Clinic, 2019)

⁵⁷ (van der Ploeg, J., 2013)

Tabel 1.1 Belangrijke stressbronnen bij jeugdigen.

ernstige gebeurtenis of situatie	ontwikkelingsstress	dagelijkse stress
echtscheiding	zindelijkheidstraining	afwijzing
ziekenhuisopname	koppigheidsproblemen	gepest worden
verkeersongeluk	puberteitsproblemen	conflicten met omgeving
mishandeling	autonomie verwerven	prestatiedruk op school
verwaarlozing	studie- en beroepskeuze	druk van vrienden

Tabel 3: stressbronnen (van der Ploeg, 2013, p.6)

Ook prestatiedruk op school vormt een mogelijke oorzaak van stress. Dit mag onder meer blijken uit de bevraging van de Vlaamse leerkrachten. Zo duiden leerkrachten toetsen, rapporten en presentaties/voordrachten aan als de voornaamste redenen voor stress. Ook stellen de Vlaamse leerkrachten dat kinderen stress ondervinden door groepswerken, huiswerk, tijdens de speeltijden of tijdens zelfstandig werk.⁵⁸ Tenslotte vormen ook de verwachtingen van anderen, een (te) drukke agenda en te weinig beweging voorbeelden van stressoren.⁵⁹

De gevolgen van stress zijn uitlopend. Veelvoorkomende stressreacties (volgens van der Ploeg, J., auteur van het boek 'stress bij kinderen') worden weergegeven in tabel 4.⁶⁰ Gevolgen van stress bestaan in gradaties afhankelijk van de hoeveelheid, duur, intensiteit. Deze gevolgen verschillen van kind tot kind.⁶¹

Tabel 1.2 Veelvoorkomende stressreacties bij jeugdigen.

sociaal	emotioneel	lichamelijk	fysiologisch
agressief gedrag	angst	buikpijn	snellere hartslag
antisociaal gedrag	depressie	hoofdpijn	snellere ademhaling
verslavingsproblemen	machteloosheid	slaapproblemen	meer cortisol
afwerend gedrag	fatalisme	verhoogde vatbaarheid voor infecties	meer adrenaline
zindelijkheidsproblemen	rigiditeit		

Tabel 4: veelvoorkomende stressreacties (van der Ploeg, 2013, p.7)

Meer dan 50% van de Vlaamse leerkrachten geeft tijdens de bevraging aan te zien dat een leerling gestrest is aan de hand van volgende symptomen: faalangstig/perfectionistisch (niet durven spreken), laag zelfbeeld (weinig zelfvertrouwen), blokkeren tijdens opdrachten, toetsen, gespannen houding, lichamelijke klachten (misselijk, buikpijn, ...) concentratieproblemen, emotionele reacties (snel huilen, boos...)..⁶²

Stress en de negatieve gevolgen van stress kunnen best worden aangepakt. Immers chronische stress op jonge leeftijd kan ernstige gevolgen hebben op latere leeftijd. Zo kan het leiden tot gezondheidsproblemen zoals depressie, eetstoornissen,

⁵⁸ Zie antwoorden online bevraging, bijlage 2, nr. 7.

⁵⁹ (Stresscentrum, z.j.) a, (Touw, S., 2017)

⁶⁰ (van der Ploeg, J., 2013)

⁶¹ (Peerlings, W., 2008)

⁶² Zie antwoorden online bevraging, bijlage 2, nr. 8.

hartziekten, diabetes, onregelde stofwisseling of andere chronische ziekten. Dit geeft aan dat het zeer belangrijk is dat stress wordt opgemerkt op jonge leeftijd en er gewerkt wordt aan een stressvrij klasklimaat.⁶³

Uit onderzoek van Engert, Miller, Plessow et al. (2014)⁶⁴ blijkt bovendien dat stress doorgegeven wordt. In dit onderzoek dienden de proefpersonen andere personen met stress te observeren. Uit de resultaten bleek dat ook de observatoren een verhoogd cortisol niveau (=stresshormoon) hadden. Het niveau steeg met 40% bij mensen die elkaar heel goed kenden, maar ook met 10% bij onbekenden. De gemiddelde klasgroep in de basisschool in OESO (organisatie voor economische samenwerking en ontwikkeling)-landen bestond in 2015 uit 21 leerlingen⁶⁵ en deze leerlingen zijn (meestal) geen vreemden voor elkaar aangezien de meesten één jaar of meer samen doorbrengen. Het doorgeven van stress in klasverband (waardoor leerlingen aan elkaar, een leerkracht aan een leerling of een leerling aan een leerkracht stress doorgeven) lijkt derhalve zeer aannemelijk. Dit vormt alweer een reden om stress op school aan te pakken.

VLAANDEREN

Een onderzoek van de Vlaamse scholierenkoepel geeft aan dat 76,8 procent van de leerlingen stelt stress te ervaren.⁶⁶ Ook een onderzoek van Stresslab bevestigt dit.⁶⁷ 1 op 3 kinderen in België heeft last van stress.⁶⁸ Bovendien geven 83 leerkrachten van 74 verschillende scholen in de bevraging aan dat gemiddeld 30 % van de leerlingen stress ervaart. Deze cijfers worden ondersteund door de literatuur.

Bovendien rapporteerde elke bevroegde leerkracht minstens één leerling in de klas te hebben die stress ervaart. Toch geeft 25% van de Vlaamse leerkrachten in de bevraging aan niet rond stress in de klas of op schoolniveau te werken. Afhankelijk van de leerkracht verklaren enkelen wel een individuele aanpak te hanteren.⁶⁹

DENEMARKEN

Er kon geen specifiek (gepubliceerd) onderzoek worden gevonden over stress bij Deense kinderen tussen 6 en 12 jaar. De studie 'Børn og Unge i Danmark', dewelke om de 4 jaar wordt afgenomen bij 7697 Deense kinderen en jongeren, omvat een ruimere leeftijdscategorie. Hieruit blijkt evenwel dat ook in Deense scholen het welzijn van kinderen en jongeren daalt. Kinderen en adolescenten geven aan één of meer problemen te hebben op school. De studie toont aan dat de kinderen op 11-jarige leeftijd in goede mentale gezondheid zijn, maar dat zij zich vanaf de leeftijd van 15 tot 19 jaar zich mentaal slechter beginnen te voelen.⁷⁰ Een studie gepubliceerd door de universiteit van Zuid-Denemarken en de Deense gezondheidsautoriteit stelt dat 1 op 4 jongeren, leeftijd 16-24 jaar, stress ervaren. Nanna Eller, een dokter met meer dan 15 jaar ervaring met stresspatiënten dewelke stress bestudeerde in 'the Department of Occupational and Environmental Medicine', geeft aan dat de strijd om goede punten een grote oorzaak is van deze stress bij jongeren. Zo vormt volgens haar het constant getest worden een grote stressbron en neemt het de focus weg van leren en ontwikkelen. Te weinig tijd voor sociale activiteiten, conflicten thuis, competitie tussen medestudenten, onvoldoende ondersteuning van leerkrachten en te hoge verwachtingen van zichzelf of van de school worden als mogelijke oorzaken voor deze stress aangegeven.⁷¹

⁶³ (Middlebrooks, J.S., & Audage, N.C., 2008)
(Nederlands Centrum Jeugdgezondheid, 2019)

⁶⁴ (Engert, V.; Miller, R.; Plessow, F.; Kirschbaum, C.; Singer, T., 2014)

⁶⁵ (OECD, 2017)

⁶⁶ (Vlaamse scholierenkoepel, 2017)

⁶⁷ (Huizink, A. & Rooij, S.d., 2019)

⁶⁸ (Bond Moyson, z.j.)

⁶⁹ Zie online bevraging, bijlage 1 en antwoorden op online bevraging, bijlage 2.

⁷⁰ (Ottosen, M. et al., 2018)

⁷¹ (Damsgaard, P.M., 2017)

Ondanks bovengenoemde onderzoeken blijft er evenwel enige onduidelijkheid over stress bij Deense leerlingen. Enerzijds geven cijfers weer dat de stress gestegen is in de afgelopen jaren en dat jongeren vandaag meer gestrest zijn dan vroeger, hetgeen overigens wordt bevestigd door de leerkrachten in interviews. Anderzijds geven verschillende leerkrachten ook aan niet de term 'stress' te gebruiken, maar stellen zij dat de leerlingen (te) veel taken/werk hebben en (te) druk bezig zijn. Meer algemeen valt het stressniveau in Denemarken mee. Zo rankt het Scandinavisch land op verschillende vlakken boven het gemiddelde op de 'better life index'. De goede Deense educatie blijkt daarnaast uit de PISA score (Program for International Student Assessment): de gemiddelde Deense student scoort hoger dan het algemeen gemiddelde. Sinds de hervormingen van 2014 door de Deense overheid zijn de doelstellingen van de Folkeskole gericht op prestaties van studenten en hun eigen vermogen, maar ook op het welzijn van de studenten. Verder geeft 71% van de Deense bevolking aan in goede algemene gezondheid te zijn. Dit is beter dan het OESO-gemiddelde (69%).⁷² Het World Happiness Report (WHR) geeft aan dat Denemarken het tweede gelukkigste land ter wereld is.⁷³ Het land staat op de 6^e laatste plaats van de meest gestreste landen in de wereld.⁷⁴ Een diagram van de *health and well-being index*⁷⁵ geeft aan dat de hoeveelheid stress die Scandinaviërs ervaren hun algemene welzijn en gezondheid heel erg, met wel 84 procent, beïnvloedt. 70% van de Scandinaviërs geeft bovendien aan dat hun algemeen gevoel van gezondheid en welzijn goed of zeer goed is, een opmerkelijk positieve statistiek.⁷⁶

Denemarken is één van de gelukkigste landen omdat het onzekerheden, zorgen en stress bij de bevolking doet dalen. Dit komt mede omdat de basisbehoeften vervuld zijn en onderwijs en universele gezondheidszorg gratis zijn. Er is een sterke minimale standaardzorg voor iedereen, ook voor de kinderen. Hiernaast is er ook een hoog niveau van vrijheid, Denen voelen zich in controle over hun eigen leven en welzijn. Volgens de 'European Social Survey' geeft 33 % van de Denen aan altijd of de meeste tijd kalm en vredig te zijn.⁷⁷

Onderzoeksvraag 3: Wat doet men in Vlaamse en Deense scholen om de stress te verminderen/voorkomen?

VLAANDEREN

Uit de bevraging van de Vlaamse leerkrachten bleek dat volgende oplossingen worden aangeboden om stress bij kinderen in de klas te reduceren. Een minderheid zegt in de bevraging toetsen/taken of presentaties op een ander moment laten maken (29%), een steunvriend(in) te hebben tijdens presentaties (18%), muziek in de klas te gebruiken (24%), meditatie- of ademhalingsoefeningen te doen (27%) of uitgebreide feedback in plaats van punten te geven (24%). Enkelingen geven in de bevraging aan aangepaste taken te geven, een ondersteuningsnetwerk voor één leerling te bieden, een spel rond stress te spelen, de leerling te steunen, massage in de klas of fysieke integratie in andere lessen toe te passen. Één leerkracht zegt niets toe te passen op school of in de klas omtrent stress.⁷⁸

84% van de leerkrachten heeft een individueel gesprek met leerlingen om stress aan te pakken. Ook geeft 86% van de leerkrachten extra tijd aan de leerling bij toetsen. Volgens James, S. (2016) is een eerste oplossing voor stress erover praten. Sociale interactie, niet geïsoleerd zijn, heeft een positieve invloed op stress. Door over stress te praten kan het vanuit een ander perspectief worden gezien. Er kan dan gezocht worden naar de oorzaken van de stress en naar een

⁷² (OECD, z.j.)

⁷³ (Helliwell, J., Layard, R., & Sachs, J., 2019)

⁷⁴ (Bloomberg, 2013)

⁷⁵ Zie diagram, bijlage 5.

⁷⁶ (Maagdenberg, R., 2011)

⁷⁷ (Wiking, M., 2016)

⁷⁸ Zie antwoorden online bevraging, bijlage 2, nr.8.

effectieve oplossing.⁷⁹ Nochtans geven slechts 34 % van de Vlaamse leerkrachten aan in groepsverband over stress te praten, zijnde bijvoorbeeld een klasgesprek over stress en wat de oorzaken en gevolgen (kunnen) zijn.

Het gedrag van de leerkracht speelt een belangrijke rol in het vormen en oplossen van stress. Huang et al. (2010) deed een onderzoek naar de relatie tussen de steun van de leerkracht en de angst bij het leren van een taal. Hierbij werd geconcludeerd dat hoe meer de leerlingen hun leerkracht als ondersteunend en aanmoedigend ervaren, hoe minder angst ze ondervinden voor een negatieve evaluatie, presentatie of falen voor de klas. Wanneer de les voorspelbaar en overzichtelijk gemaakt is door de leerkracht, dan voelen leerlingen zich veiliger in de klas. Ook heeft de manier waarop een leerkracht feedback formuleert een invloed. Zo is het belangrijk om feedback op een positieve manier te verwoorden en de feedback te richten op het gedrag van de leerling te geven, en niet op de leerling zelf. Het is belangrijk om de leerling te waarderen voor wie hij/zij is en niet voor zijn/haar prestaties: *"Hoe warmer de leerkracht is en hoe meer ondersteuning hij biedt, hoe meer studenten het gevoel hebben dat ze erbij horen in de klas en hoe meer ze geëngageerd zijn (Mainhard et al., 2011)."* (Lauwerysen, 2016, p. 17).⁸⁰ 64% van de leerkrachten geeft in de enquête als oplossing aan positieve feedback te geven en fouten aan te moedigen. Verder meldt meer dan de helft van de leerkrachten een gesprek te hebben met de ouders.

Wanneer de leerkracht de leerling geen hulp kan bieden, en de symptomen niet weggaan of verergeren, is het goed om in samenspraak met de ouders/voogd professionele hulp te zoeken.⁸¹ In eerste instantie wordt er met de zorgleerkracht of coördinator gesproken. Slechts 16% van de Vlaamse leerkrachten in de bevraging zegt met externe organisaties te werken. De leerkrachten geven als voorbeeld van externe hulp het inschakelen van een (kinder)psycholoog of het volgen van een faalangstraining.

Sommige leerkrachten kiezen voor projecten of organisaties die stress bij kinderen aanpakken. Zo zeggen enkele leerkrachten een MEGA-les te geven rond stress. MEGA staat voor 'Mijn Eigen Goede Antwoord'. Het MEGA-project is een lessenreeks uitgewerkt voor het zesde leerjaar. Het doel van dit project is enkele gevoelige onderwerpen waar kinderen mee bezig zijn aan te kaarten.⁸² Naast het MEGA-project geeft een andere leerkracht een rots- en watertraining als suggestie. Rots en water is een weerbaarheidstraining voor kinderen en jongeren. Sociale vaardigheden worden door spelen en bewegen aangebracht. In deze training gaan de leerlingen aan de slag met weerbaarheid, zelfvertrouwen, zelfcontrole en zelfrespect.⁸³ Een derde project is Stresskip van Joetz vzw. Joetz vzw is een jeugdvereniging die optreedt als gezondheidspromotor en het educatief pakket 'stresskip' aanbiedt. In dit educatief pakket zit een stresslied, manieren om als leerkracht met het lied aan de slag te gaan en werkbladen over het onderwerp stress.⁸⁴

Ook bewegingsactiviteiten in de klas kunnen helpen om stress bij leerlingen te verlagen. 75% van de leerkrachten geeft aan bewegingstussendoortjes te doen in de klas. Literatuur bevestigt dat bewegen wel degelijk een oplossing kan zijn om stress te verminderen. Bewegen verbetert het welzijn van kinderen op verschillende aspecten. Bewegen ondersteunt het zelfbeeld en creëert meer zelfvertrouwen, zelfrespect en het omgaan met emoties. Bovendien voorkomt het pesten, versterkt het relaties en biedt bewegen extra motivatie om naar school te gaan. Verder voorkomt bewegen stress,

⁷⁹ (James, S., 2016), (Vlaamse Vereniging voor Geestelijke Gezondheid, z.j.)

⁸⁰ (Lauwerysen, J., 2016)

⁸¹ (James, S., 2016)

⁸² (M.E.G.A VZW, 2011)

⁸³ (Janssens, S., & Lauwagie, E., z.j.)

⁸⁴ (Joetz, 2018)

(Joetz vzw, 2015)

depressie en chronische ziektes op korte en lange termijn.⁸⁵ Het blijkt dat fitte personen minder gevoelig zijn voor stress die verband houdt met school of leefstijl. Fysieke activiteit zou dus ook preventief kunnen werken tegen stress.⁸⁶

Hoewel blijkt dat zowel mindfulness als yoga kunnen helpen om stress te reduceren, worden deze technieken maar weinig toegepast in de praktijk. Minder dan 20% van de Vlaamse leerkrachten geeft aan hiermee in de klas te werken. Yoga is een training van het lichaam en de geest waarbij het de bedoeling is dat de persoon in zichzelf keert en rust vindt. Specifiek bij kinderyoga wordt kinderen aangeleerd zich bewust te worden van zichzelf, hun lichaam, hun emoties en de omgeving.⁸⁷ Een studie van Weaver en Darragh (2015) toont aan dat kinderen na een yoga interventie een daling in stress ondervinden. De studie geeft wel aan dat omwille van verschillende variabelen verder onderzoek nodig is.⁸⁸ Mindfulness is een manier van aandacht hebben in het heden. Het helpt om kalmer te reageren op problemen en prikkels. Mindfulness vestigt de aandacht op onbewuste emotionele en fysieke reacties op alledaagse zaken, waar normaalgesproken geen aandacht aan gegeven wordt. Mindfulness heeft een positief effect op weerbaarheid tegen stress bij kinderen van het derde tot het zesde leerjaar. De leerlingen worden zich bewuster van emoties, piekeren minder en hebben een groter geluksgevoel.⁸⁹

DENEMARKEN

Na observatie en bezoeken aan Deense scholen kan geen eenduidig antwoord worden gegeven op de vraag '*Hoe voorkomen Deense leerkrachten negatieve stress?*'. De manier van omgaan met stress, zit eerder in kleine alledaagse zaken. Denen verminderen stress door op verschillende manieren het welzijn te verhogen, bijvoorbeeld door op school geen punten te geven tot de leeftijd van 12 jaar reduceert de Deense overheid het stressniveau algemeen.⁹⁰

HYGGE⁹¹

Wat Denemarken uniek maakt is hygge (uitgesproken 'huuge'). Volgens de Deense bevolking vormt hygge een kernwaarde van hun cultuur en identiteit. Hygge hangt sterk samen met geluk en minder stress, want relaxen is wat Denen (volgens de Denen zelf) zo gelukkig maakt. Het woord 'hygge' is afkomstig van 'hyggia' uit het Oud-Noors en betekent je voldaan voelen. Hygge wordt omschreven als een gevoel van gezelligheid, warmte en samenzijn en de Deense bevolking streeft er naar om dit gevoel, in tegenstelling tot vroeger wanneer het enkel in de winterdagen een prioriteit was, het hele jaar door uit te lokken. Hygge wordt ook vertaald als welzijn en geluk vinden in kleine dingen in het leven. Het is verwant aan rust, beschutting en geborgenheid vinden, energie en moed krijgen. Ondanks dat hygge is ontstaan in Denemarken is het universeel en voor iedereen toepasbaar. Hygge biedt emotionele voordelen zoals minder depressie en angst, verhoogde gevoelens van zelfwaarde en een verlaging van stress. Ook fysieke voordelen zoals verbeterde slaap en minder pieken in cortisol zijn een gevolg.⁹²

Kinderen zijn geboren hygge experts. Ze leven in het nu en zijn enthousiast en verwonderd van nature. Thuis is voor veel kinderen de hygge plek, waar ze zich veilig en geborgen voelen maar ook ruimte en vrijheid hebben. Door kinderen te betrekken in bijvoorbeeld kleine taakjes in het huishouden voelen ze zich een deel van iets (verbondenheid). De kinderen leren om ergens bij te horen en er voor elkaar te zijn (wij-cultuur). Høy P. geeft aan om dit ook na te streven in de klas door de kinderen bijvoorbeeld te laten helpen met opruimen, uitdelen, ophalen, hulpvriendjes, ...⁹³ Hygge gaat over stress

⁸⁵ (Dansk Skoleidræt, 2017)

⁸⁶ (Stegeman, H., 2007)

⁸⁷ (Tönnissen, J., z.j.)

⁸⁸ (Weaver, L., & Darragh, A.R., 2015)

⁸⁹ (Kersten, C., 2012)

⁹⁰ Zie onderzoeksvraag 1: vergelijking

⁹¹ (Wiking, M., 2016), (Søderberg & Lynggaard, 2016)

⁹² (Clarke, J., 2018)

⁹³ Zie interviews, bijlage 3.

verliezen, relaxen en genieten van het huidig moment. Hygge heeft een nederig en simpel karakter, het is bescheiden. Het kan overal plaatsvinden en wordt op verschillende manieren geuit.

Er zijn enkele factoren die hygge bevorderen.

Een **eerste punt** waarin hygge zich manifesteert is **atmosfeer**. Licht is een belangrijk element hiervan. Een open haard, warmte, kaarsen (ook wel levende lichten genoemd) en lichteilanden worden door Denen als echte hygge beschouwd. Oktober tot maart zijn de donkerste maanden van het jaar en in deze maanden is licht extra belangrijk. Toch heeft het licht/atmosfeer een heel jaar door een vaste waarde. Kleine eilandjes licht doorheen de kamer zorgen voor een hygge-gevoel. Belangrijk hierbij is dat het geen felle scherpe lichten zijn, maar dimlichten. 70% van de Denen geeft aan hygge het meeste **thuis** te ervaren. Dit is door de comfortabele plaats waar ze zich op hun gemak voelen. Hygge uit zich in een comfortabele plaats in de ruimte, ingericht met iets leuk om te zitten en lichtjes. Een klein plekje geeft een relaxt en veilig gevoel. Ook boeken, vintage meubelen, dekentjes en kussen zijn gezellig. Belangrijk is niet enkel hoe het er uit ziet, maar het gevoel van een object, bijvoorbeeld de zachtheid van een dekentje.⁹⁴

Tevens uit hygge zich ook in **samenzijn**, een **wij-gevoel**. Iedereen is evenwaardig en neemt deel. Een echte relatie opbouwen en ervaringen bespreken zijn een deel van hygge. Vaak is dit gemakkelijkst te vinden bij familie of vrienden, een situatie waarin de persoon helemaal zichzelf kan zijn. Gelijkheid en harmonie zijn kernbegrippen voor hygge. Bouwen aan een wij-gevoel, waar taken gedeeld worden, staat hierbij centraal. Het is geen competitie en zeker niet prestatiegericht. Ook in de klas en school vinden Deense leerkrachten het belangrijk een saamenhorigheidsgevoel, een wij-gevoel, te creëren. Zo geven alle leerkrachten aan dat de relatie met hun leerlingen een van de belangrijkste zaken is in het onderwijs.⁹⁵

De **aanwezigheid in het nu**, waarbij afstand wordt genomen van sociale media/gsm/mail is een belangrijk onderdeel. Hierbij aansluitend hoort **dankbaarheid**. Focussen op en appreciëren wat er is heeft een invloed op gelukkig zijn en vermindert stress. Robert A. Emmons, professor psychologie universiteit Californië, toont aan dat mensen die stil staan bij dankbaarheid, aan de hand van een dankbaarheidsdagboek, meer positieve emoties ervaren, beter slapen, meer mindful zijn, minder symptomen van ziekte hebben, hulpvol zijn en minder gestresseerd zijn in verscheidene situaties. Deze waarden vinden we terug bij hygge, waar er gekeken wordt naar de waarde van de dingen die er zijn en waarbij van kleine momenten genoten wordt.⁹⁶

Bij aanrakingen laat het lichaam oxytocine vrij, een hormoon waardoor individuen zich gelukkiger, minder gestrest en minder angstig voelen. **Knuffels** zijn daarom ook hygge, want hierdoor wordt een warm, veilig en geliefd gevoel gecreëerd. Ook de **natuur** is van belang. Alles wat de natuur dichtbij doet komen, versterkt hygge (en de huiselijke sfeer). Zo kan de natuur naar binnen worden gebracht in de vorm van dingen gemaakt uit hout, noten, bladeren, een schapenvachtje, ... Het is natuurlijk en simpel, zonder overbodigheden.

Als laatste draagt ook **muziek** bij aan de hygge-sfeer. Hygge muziek gaat van echte liedjes tot het geluid van spelende kinderen, vogelgezang, wind door de bomen, vallen van de regen, gekraak van houten planken... Oftewel het brengen van een warme vredige sfeer.⁹⁷

⁹⁴ (Wiking, 2016)

⁹⁵ Zie interviews, bijlage 3.

⁹⁶ (Wiking, 2016)

⁹⁷ (Wiking, M., 2016), (Sønderberg, M., & Lynggaard, K.H., 2016)

Verschillende bronnen⁹⁸ (waaronder ook de interviews) bevestigen dat hygge ook specifiek in de klas wordt toegepast en dat het helpt tegen stress. Zo maken de leerkrachten/scholen zoveel mogelijk gebruik van natuurlijk daglicht. Aanvullend zorgen lichteilandjes door bijvoorbeeld lichtdraden voor een meer ontspannen sfeer in de klas. Spaar-of ledlampen zorgen hierbij voor een warmer licht, wat hygge versterkt. Høy P., leerkracht en pedagoog, geeft aan zelf ook gezellige lampen en matten in haar klas te hebben: "So they could lie on the floor and then relax". Ook Erikstrup P., Andersen E.H. en Årman J. geven aan gezellige zaken in hun klas te hebben zoals een zetel, posters, lichten, planten...⁹⁹ Het lijkt de leerkrachten belangrijk om de leerlingen een rustig gevoel te geven. Door als leerkracht rustig te zijn, gaan leerlingen dit automatisch ook meer zijn.¹⁰⁰ Meer algemeen valt ook op dat het Deense design gekend is voor eenvoud en functionaliteit gecombineerd met esthetiek. Een overdaad aan posters op de muur is bijvoorbeeld te veel informatie waardoor die niet meer gelezen wordt. Een selectie maken van belangrijke posters is voldoende. Om het mooier en gezelliger te maken worden de posters bovendien meestal ingekaderd. Hiernaast kan hygge getoond worden in een sectie of hoek van de klas. Een gezellige leeshoek en comfortabele zitplaatsen zorgen voor een oplaadstation voor de leerkracht of de leerlingen waarbij er nieuwe energie kan opgewekt worden. Dikke kussens, dekentjes, ... kunnen in die hoek worden gelegd.

MUZIEK

Muziek is iets waar in veel Deense scholen rond wordt gewerkt. Dit wordt ook bevestigd door Sille Shultz, muziekdocent aan Københavns Professionshøjskole. Sille Shultz geeft aan dat muziek en ochtendzang (morningsang) onrechtstreeks helpen tegen stress. Dit mede omdat het een gewoonte is want elke ochtend eenzelfde routine geeft rust en zingen reduceert stress. Volgens Sille Shultz zijn er heel veel scholen in Denemarken die 'morningsang' hebben. Andere Deense leerkrachten bevestigen in een interview dat muziek ook in hun ogen stress verlagend werkt. Ze geven aan dat de ochtendzang ook bijdraagt aan een wij-gevoel.¹⁰¹ Bevindingen uit een onderzoek van Linnemann, Ditzen, Strahler, Doerr en Nater (2015) bevestigen dat muziek luisteren gezien kan worden als een manier van stress verminderen in het alledaagse leven. De personen in het onderzoek hebben minder stress en een lager cortisol niveau.¹⁰² Toch ontspant niet elke soort muziek. De muziek die ontspannend werkt heeft een trager tempo en een voorspelbare liedstructuur, maar het effect zal natuurlijk voornamelijk afhangen van de individuele voorkeuren en ervaringen.¹⁰³ Ook muziektherapie kan helpen tegen stress.¹⁰⁴

NATUUR

Bewegen in de buitenlucht heeft voordelen voor de mentale en sociale gezondheid. Volgens het onderzoek van Dansk Skoleidræt (2019) bevordert het de creativiteit en het geheugen. Buitenlucht en in de natuur zijn vermindert stress en verhoogt de concentratie.¹⁰⁵ Meer onderzoek naar de invloed van natuur op stressreductie is nodig om dit met volledige zekerheid te kunnen bevestigen. Deense leerkrachten bevestigen veel buiten te gaan met hun leerlingen en planten in hun klas te hebben.¹⁰⁶

BEWEGING

Bewegen is ook in Denemarken een belangrijk punt. Høy P. zegt dat haar leerlingen altijd in beweging zijn. Ook in de klas zelf zijn de leerlingen in beweging. Het maakt niet uit hoe ze zitten of ze kunnen zelfs op de grond liggen. Het gaat erom

⁹⁸ (Søderberg & Lynggaard, 2016), (Clarke, 2018)

⁹⁹ Zie interviews, bijlage 3.

¹⁰⁰ (Engert, V., Miller, R., Plessow, F., et al. 2014)

¹⁰¹ Zie interviews, bijlage 3.

¹⁰² (Linnemann, A.; Ditzen, B.; Strahler, J.; Doerr, J.M.; Nater, U.M., 2015)

¹⁰³ (Ramsay, A., 2011)

¹⁰⁴ (Fedders, L.E., 2012)

¹⁰⁵ (Dansk Skoleidræt, 2019)

¹⁰⁶ Zie interviews, bijlage 3.

een wijze van bewegen te vinden die de leerlingen toelaat zich het best te kunnen concentreren. Brain breaks worden door de Deense leerkrachten regelmatig toegepast. Al geven de leerkrachten ook aan dat het de effectieve pauzes van leerlingen niet mag vervangen. Zo moeten leerlingen tijd hebben om hun eigen ding te kunnen doen tijdens pauze. Erikstrup P. haalt tenslotte nog het voorbeeld van dansen in de les aan om stress te reduceren.¹⁰⁷

PYT

Een laatste oplossing tegen stress is, volgens de Deense leerkrachten, 'pyt' (uitgesproken als 'puut'). Pyt is een belangrijk woord om te gebruiken wanneer er veel stress is. Pyt betekent '*never mind*'.¹⁰⁸ Het woord 'pyt' helpt Denen om hun focus in het nu te brengen, verder te gaan en dingen los te laten waar ze niets (meer) aan kunnen veranderen, zonder er onnodige energie of frustratie aan te verliezen. Pyt is gekozen als het nationale favoriete woord in een wedstrijd georganiseerd door de 'Danish library association'. De pyt-knop is een knop die door Deense leerkrachten gebruikt wordt in de klas. Leerlingen kunnen op de knop duwen wanneer iets niet gaat zoals gepland, of tegenslaat. De knop maakt duidelijk dat niet alles altijd goed verloopt. Door op de knop te duwen kunnen de leerlingen de 'lastige' gebeurtenis achter zich laten.¹⁰⁹ In de interviews geven de Deense leerkrachten aan deze knop effectief en regelmatig te gebruiken in de klas. Zo zegt Årman J. dat pyt een heel belangrijk woord is, waar hij heel veel mee werkt in de klas. Praten en de rol van de leerkracht wordt door de Deense leerkrachten als erg belangrijk omschreven. In de interviews geven de leerkrachten aan dat het welbevinden van de leerlingen het belangrijkste is. Dit komt terug bij alle geïnterviewden. Årman J. stelt zelfs het volgende: '*well-being of the child is the only important thing*'. Andersen E.H. stelt het als volgt: '*I don't believe you can learn anything unless you have a good life, and you are rooted in yourself. I think that's number one*'. De focus en mentaliteit van Deense leerkrachten is sterk gericht op het ontwikkelen en ontplooiën van de leerlingen, pyt kan hierbij helpen.¹¹⁰

VERGELIJKING

Sommige aspecten van het onderwijssysteem kunnen leiden tot extra stress bij leerlingen.¹¹¹ Mogelijke oplossingen hiervoor vallen buiten het onderzoekskader van deze paper. Binnen het kader van eenzelfde schoolsysteem zijn er toch nog talrijke mogelijkheden om stress bij leerlingen aan te pakken.

Onderstaande tabel geeft een overzicht van de oplossingen die in de Vlaamse en Deense scholen worden toegepast om stress in de klas te verminderen.

Activiteit	Denemarken	Vlaanderen
Muziek	Ochtendzang – bijna overal	Sporadisch
Beweging	Zeer veel + brain breaks	Belangrijk
Individuele gesprekken	Belangrijk maar ook klassikaal	Vooral individueel
Hygge en mindfulness	Algemeen	Sporadisch op individueel initiatief

Tabel 5: Overzicht van welke oplossingen worden toegepast

Samengevat meen ik dat het grootste verschil is dat welzijn van de leerling in Denemarken centraal staat. In België is het welzijn van de leerling belangrijk, maar lijkt de leerstof en vakinhoud een groter focuspunt. Ook de rol van de leerkracht is mijn inziens cruciaal: in Denemarken zien de leerkrachten zichzelf meer als een coach en begeleider dan als leerkracht.

¹⁰⁷ Zie interviews., bijlage 3.

¹⁰⁸ Zie interview Årman J., bijlage 3, nr.3.

¹⁰⁹ (Danmarks Biblioteksforening, 2018), (Ressler, P., 2019)

¹¹⁰ Zie interviews, bijlage 3

¹¹¹ Zie onderzoeksvraag 1.

Een hechte band opbouwen met de leerlingen kan de stress volgens Deense leerkrachten doen verminderen. Deense leraren benadrukken dat wanneer leerlingen zich niet goed voelen, er niet goed kan worden geleerd.¹¹²

Onderzoeksvraag 4: Hoe kan je als leerkracht algemeen stress verminderen in de klas?

Er zijn meerdere mogelijkheden om als leerkracht algemeen de stress te verminderen in de klas. Meer groen en muziek, een 'hygge' klashoek, een evaluatiesysteem zonder punten kunnen helpen. Binnen de beperktheid van deze bachelorproef heb ik gekozen om een puzzel te maken en een boekje met praktische tips die de leerkracht kan toepassen in de klas. Zo kan de leerkracht zelf beslissen wat er mogelijk is in zijn of haar klas en school. Met de puzzel en bijhorende boekje kan onmiddellijk aan de slag worden gegaan samen met de leerlingen. Ook de stageschool is akkoord met dit product.

Het productontwerp bestaat uit een stresspuzzel voor de leerling en bijkomend boekje voor de leerkracht.

De stresspuzzel bestaat uit losse puzzelstukken die allemaal in elkaar passen. Verscheidene dagdagelijkse situaties worden weergegeven op rode, oranje en groene puzzelstukken. Rode puzzelstukken geven stressmomenten aan, oranje puzzelstukken duiden op matige stress en groene puzzelstukken verwijzen naar ontspannen momenten. Als extra zijn er enkele lege groene, oranje en rode puzzelstukken waarop leerlingen zelf iets kunnen toevoegen dat ze belangrijk vinden. De leerlingen maken met de puzzelstukken hun eigen puzzel. Dit kan dagelijks, wekelijks of maandelijks zijn. In één oogopslag kan de leerkracht zien welke leerling meer rode, oranje of groene puzzelstukken heeft en wat de oorzaken van de stress bij die leerling zijn. Op deze manier wordt de leerling er zich van bewust hoe stress een impact heeft in zijn of haar leefwereld/dagelijks leven. De puzzel vormt ook een hulp voor leerlingen die moeilijk uit hun woorden komen of niet graag praten. Naast het feit dat de puzzel aangeeft wanneer de leerling stress ervaart, is het puzzelen op zich ook een stressverlagende activiteit.¹¹³

Bij de puzzel hoort een begeleidend boekje (handleiding) voor de leerkracht.¹¹⁴ Hierin staan algemene, praktische tips en oefeningen uit Denemarken en België om de stress te verminderen. Elk puzzelstuk is gelinkt aan enkele tips in het boek.

¹¹² Zie interviews, bijlage 3.

¹¹³ (Starting Point Behavioral Healthcare, 2017)

¹¹⁴ Zie bijlage 4, nr.2.

7. CONCLUSIE

Vanuit mijn onderzoek kan ik stellen dat leerlingen zowel in België als in Denemarken stress ondervinden. In België ervaren kinderen in de derde graad lager onderwijs reeds stress. Het is opvallend dat de kinderen/jongeren in Denemarken pas op latere leeftijd meer stress ervaren. Dit kan verschillende oorzaken hebben maar uit het bovenstaande onderzoek mag blijken dat het schoolsysteem zeker één oorzaak kan zijn.

Toetsen en rapporten, met in het bijzonder punten, worden als grootste oorzaak van stress aangegeven door Vlaamse leerkrachten. Ook in Denemarken is dit zo, met als grootste verschil dat de Deense leerlingen pas vanaf de leeftijd van 13 jaar punten krijgen.

Uit bevestigingen bij Vlaamse leerkrachten blijkt dat de leerkrachten voornamelijk individuele gesprekken toepassen om de stress bij een leerling te verminderen. Dit helpt om de oorzaak van stress te ontdekken, wat evident belangrijk is om het specifieke probleem aan te pakken. Om stress te reduceren of laag te houden is daarnaast positieve feedback en het duidelijk maken dat leerlingen fouten mogen maken iets dat leerkrachten reeds toepassen. Op klassikaal niveau geven de Vlaamse leerkrachten evenwel aan weinig oplossingen toe te passen. Een grote uitzondering is evenwel het inzetten van bewegingsactiviteiten in de klas om stress te verminderen. Uit literatuuronderzoek blijkt dat praten, bewegen en muziek helpen tegen stress. De leerkracht speelt een belangrijke rol hierin ten opzichte van de leerlingen.

In Denemarken staat het welzijn van het kind centraal en is vakinhoud ondergeschikt. Zo kunnen leerlingen afstuderen op school met een onvoldoende. Leerkrachten geven in interviews aan te praten en reflecteren met de leerlingen over dagdagelijkse gebeurtenissen en zaken die stress bezorgen. Ze benadrukken het belang van een goede band tussen leerkracht en leerling. De levensstijl 'hygge' brengt rust en vermindert stress in het dagdagelijks leven in Denemarken. Hygge omvat een aantal belangrijke punten zoals atmosfeer, wij-gevoel, dankbaarheid, aanrakingen, natuur en muziek. Ook mindfulness sluit hier sterk bij aan.

In bijlage bevindt zich een product waarin de verschillende oplossingen samengebracht worden in één product. Zo worden hygge, beweging en mindfulness samengebracht in een boekje met oplossingen, met een bijhorende puzzel om oorzaken van stress vast te stellen.

Dit onderzoek omvatte een uitgebreide bevestiging van de Vlaamse leerkrachten in het lager onderwijs. Ook bevat het onderzoek enkele interviews en bevestigingen met Deense leerkrachten, dit zou nog uitgebreider kunnen in verder onderzoek. De leerkrachten geven evenwel zelf reeds aan dat een samenwerking met ouders van de leerlingen noodzakelijk is om stress (nog meer) te verlagen. Het bevestigen van de ouders zou aldus een interessant vervolgonderzoek kunnen zijn. Ook het bevestigen van de kinderen zelf vormt mijn inziens een meerwaarde voor verder onderzoek.

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9. BIJLAGEN

Bijlage 1: Oningevulde online bevraging Vlaamse leerkrachten

Stress bij leerlingen in de 3e graad

Ik ben Isa Verbeek, studente lager onderwijs aan de Odisee hogeschool. In het kader van mijn opleiding schrijf ik een bachelorproef over oplossingen tegen stress bij leerlingen in de derde graad. Voor een grondig onderzoek naar dit thema heb ik informatie uit de praktijk nodig. Ik wil u alvast bijzonder bedanken voor het met zorg invullen van onderstaande enquête.

*Vereist

1. Geslacht *

Markeer slechts één ovaal.

- Vrouw
- Man

2. Ik geef les in de school ... *

De naam van de school is uitsluitend voor het verwerken van de informatie en wordt niet vermeld in de bachelorproef.

3. Leerjaar *

Markeer slechts één ovaal.

- 5
- 6
- Zorg 3e graad
- Anders: _____

4. Ik sta ... jaar in het onderwijs (aantal)

5. In mijn klas zitten ... kinderen (aantal) *

6. In mijn klas zitten er (bij benadering) ... kinderen die last ondervinden door stress. *

21-5-2019

Stress bij leerlingen in de 3e graad

7. Ik merk dit aan ... (signalen) *

Vink alle toepasselijke opties aan.

- Geen signalen
- Gespannen houding
- Lichamelijke klachten: misselijk - buikpijn - hoofdpijn
- Bewegingsonrust (nagelbijten, wiebelbenen)
- Concentratieproblemen
- Moeilijk ademen - paniecreacties
- Overgevoelig aan licht, geluid of aanrakingen
- Vaak vermoeid
- Laag zelfbeeld (weinig zelfvertrouwen)
- Faalangst/perfectionistisch (niet durven beginnen, op anderen vertrouwen, moeite met presentaties)
- Uitstelgedrag
- Geheugenproblemen (snel zaken vergeten, zaken horen maar niet onthouden, black-out, ...)
- Vaak afwezig of ziek
- Emotionele reacties (snel huilen, boos worden, ...)
- Zich afzonderen
- Blokkeren tijdens opdrachten, toetsen, taken, presentaties, ...
- Anders: _____

8. Ik ervaar dat mijn leerlingen stress hebben/mijn leerlingen geven aan stress te hebben op, voor of tijdens deze momenten *

Vink alle toepasselijke opties aan.

- De leerlingen ervaren geen stress
- Toetsen
- Groepswerken
- Presentaties of voordrachten
- Huiswerk
- Speeltijden
- Rapport
- Zelfstandig werk
- Anders: _____

9. Wij werken rond stress in de (zorg)klas of op schoolniveau *

Vink alle toepasselijke opties aan.

- In de (zorg)klas
- Op schoolniveau
- Wij werken niet rond stress in de klas of op school

21-5-2019

Stress bij leerlingen in de 3e graad

10. Welke oplossingen worden aangereikt om de stress bij de leerlingen te verminderen en wordt de stress klassikaal of individueel aangepakt? *

11. Kruis op de onderstaande lijst de oplossingen aan die in de klas of op school worden toegepast *

Vink alle toepasselijke opties aan.

- Geen oplossingen
- Individueel gesprek met leerling
- Kinderyoga
- Mindfulness
- Meditatie- of ademhalingsoefeningen
- Massage
- Bewegingstussendoortjes
- Muziek
- Extra tijd (Bv. bij toetsen)
- Steunvriend(in) (Bv. tijdens presentaties)
- Toetsen, taken of presentaties op een ander moment laten maken
- Klasgesprek over stress: wat is stress, hoe werkt het, ...
- Fysieke activiteiten (sporten)
- Fysieke integratie in andere lessen
- Gesprek met ouders
- Externe organisaties
- Uitgebreide feedback geven in plaats van punten
- Fouten aanmoedigen en positieve feedback formuleren
- Anders: _____


12. Verduidelijking van bovenstaande antwoorden of andere suggesties/ideeën/maatregelen in verband met stressreductie bij kinderen

21-5-2019

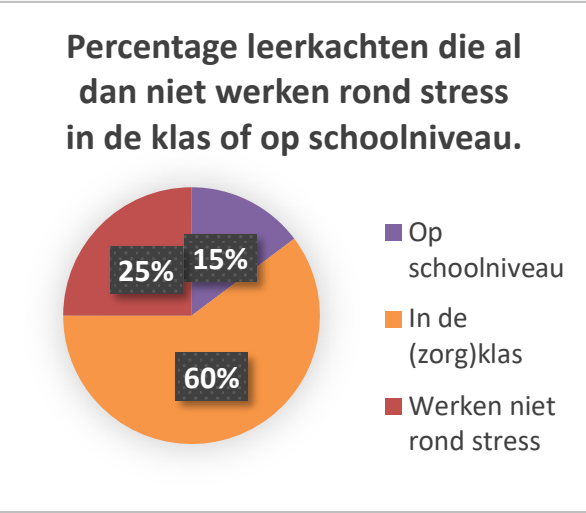
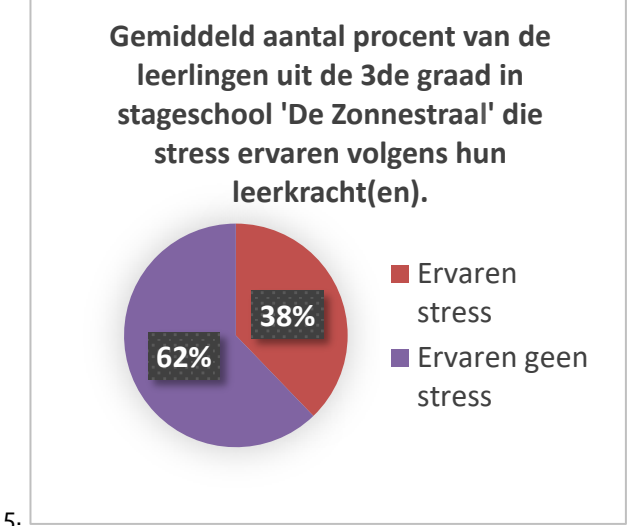
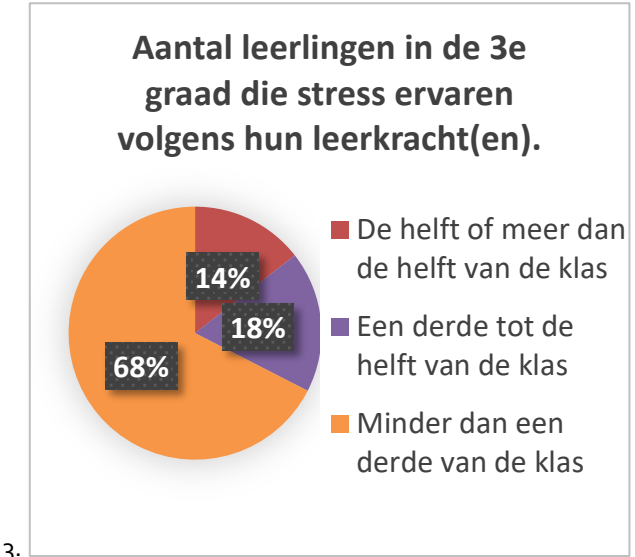
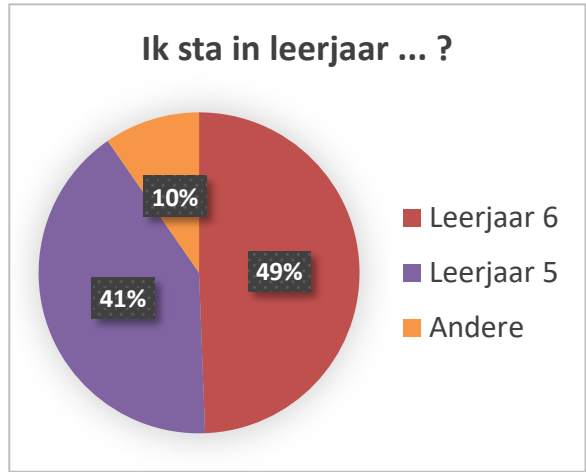
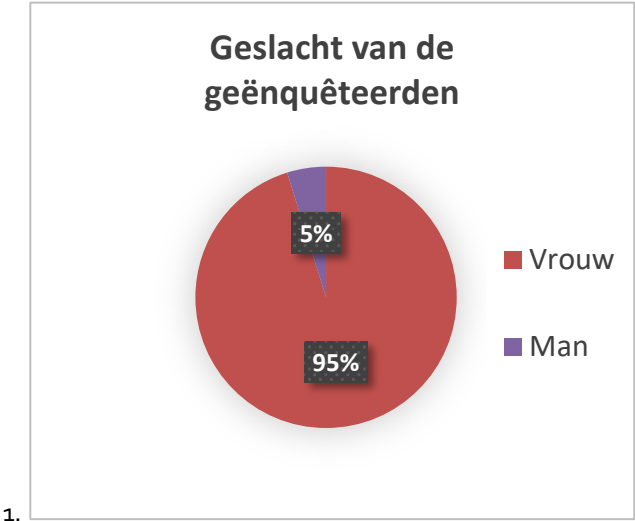
Stress bij leerlingen in de 3e graad

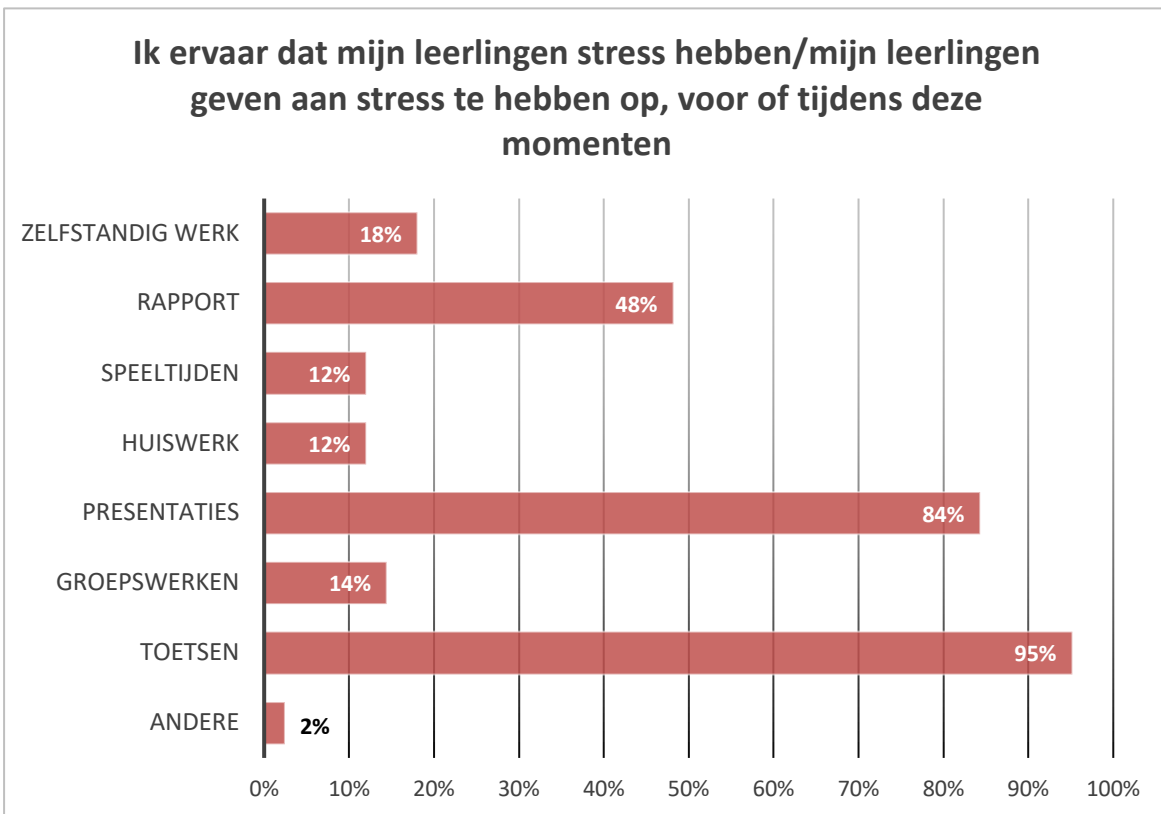
13. Indien van toepassing: deze activiteiten/initiatieven staan op de planning om stress te verminderen op schoolniveau

14. Heeft u nog toevoegingen, bemerkingen of nuttige tips? Laat ze hier dan zeker achter

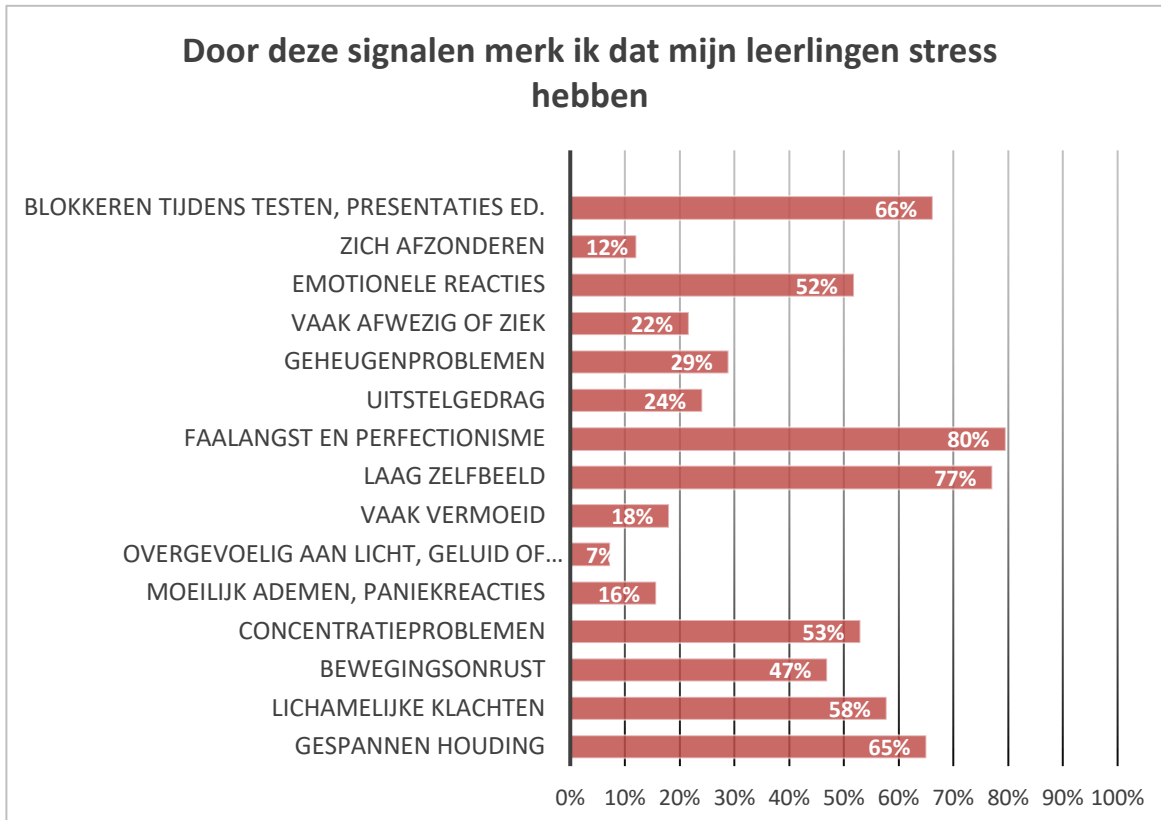
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Bijlage 2: Grafieken online bevraging Vlaamse leerkrachten

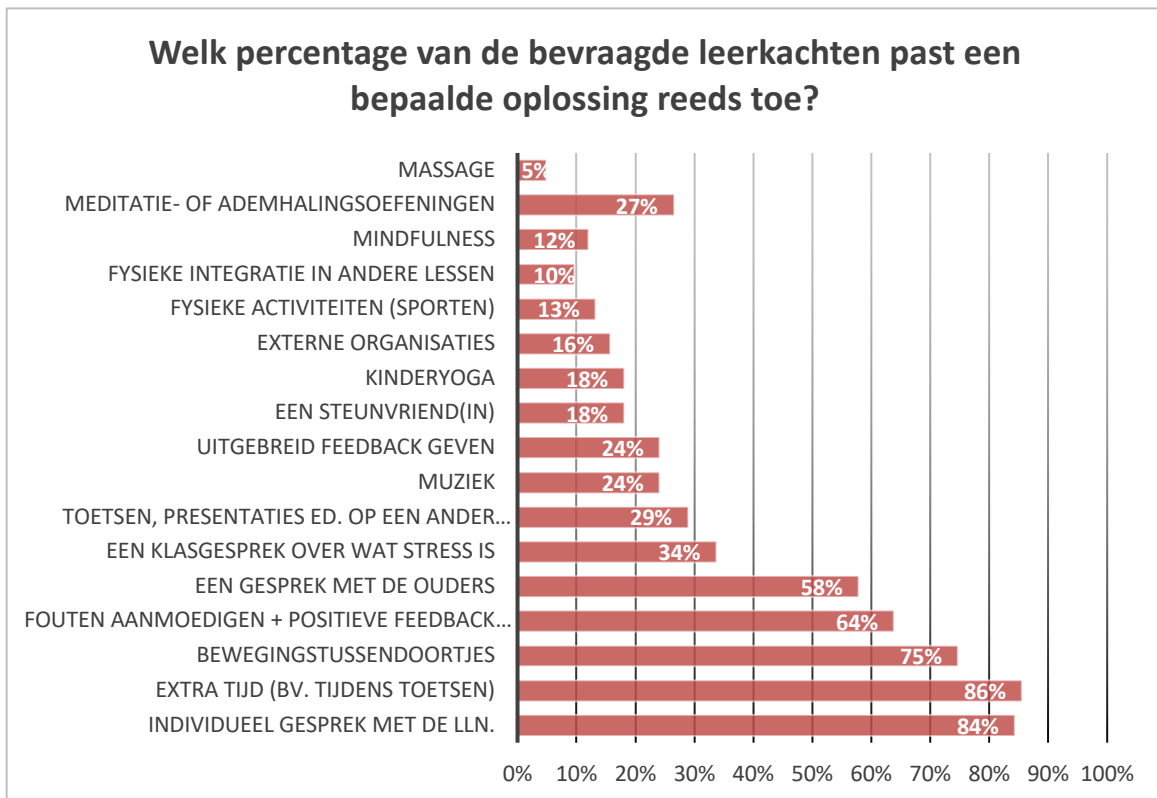




7.



8.



9.

Bijlage 3: Interviews leerkrachten Denemarken

1A - interview Leyssac, A.

My name is Isa Verbeek, I study teacher education at KP. I'm writing my bachelor paper about children with stress in 5th and 6th grade (age 10-12). I'm looking for solutions in Denmark to compare with what they do in my home country Belgium. I'm very grateful to talk with you.

Name: **Leyssac, A.**

Gender: Male

School in district Christianshavn – Teacher 3th and 5th grade and resource person (special needs)

Education: Teachers Education – Geography, English, maths

How many years have you been teaching?

For four years.

Do you think students age 10-12 experience a lot of stress in Denmark?

Uhm, relatively yes, generally no. They think they are stressed but I don't think in general they are.

How many students do you have in your class, that experience stress?

I have about 20 to 25 pupils in each class, uhmmmm. I think 0 experience stress. They feel really stressed when they get one piece of homework or if they have to read two papers in one hour. But the whole focus is on playing games, to let them feel good, uhm so they manage to do it. They express that its stressful but objectively looking at them they show no sign.

You wouldn't call its stress?

No, the medical condition has some bad sings. Mhh They are bored of what we ask them to do so they call it stressful. In the hope, I think, to not have to do it anymore or something.

How and when do you see that they experience stress?

Mostly they say it to me.

What do you think causes stress in 5th and 6th grade?

They say it's the homework but me personally, uhm I think it's more about making up their own personality, what role they play, social status, they want to fit in. so uhm yes uhmm I personally think the own stress they're feeling is to fit in but how. Uhm how to fit in. Homework I actually think is negative in stress because they are not getting homework, only when they're fooling around in class. Stronger, uhm, It helps them with releasing stress because they get to focus, do this one page instead of being in social interaction all the time. It removes them from stress of social interaction. But they express it is stressful themselves.

Do you work around stress with the pupils?

We do not work around stress with pupils in the school, no.

And in the class?

No, neither.

Do you talk with your students about problems or stress?

Uhm with the resource person, you know uhm the special needs. I don't really talk about it in class, but uhm I think it's because I am not a class teacher. I don't talk about stress but about fitting in and you think it's cool to be this and this, and act like this, ... but if you don't want to, it's better to just ignore it and try to move on. Uhm It's way worse trying into a group that you're not welcome. We don't mention the stress part, but uhm we tried to make them a better person. We reflect on different things with the children that they can learn. Yes. I do that with special needs for sure, uhm but don't really do that in class but, as I said, I am not their classroom teacher. It's more his job. Uhmyeah

What do you think helps the pupils to relieve stress?

Being focused on working together, focus on one thing. All social things are based on solving something. Working in group work, you know it has a purpose. Hum, It's important to give them a goal.

Do you talk with the students about the subject stress?

Nope, we don't call it stress. So we don't talk about it just like that... Uhm yeah.

Do you think hygge helps against stress?

Sure, yes I think so.

Do you integrate the concept of hygge in your classroom?

Yes, we sometimes, I've uhm. One time made a reward system. If we did 15 classes that went well, we did all the work, we had a nice atmosphere, everyone did their best, ... then one time whe, uhm where they could bring their sleeping bags and pillows and watched a movie and relaxed in the lesson. Uhm we also did some board games from time to time in class. Also a few times I bring in tea.

Do you decorate the room?

I don't decorate, the classroom teacher. He or she does that.

How does a classroom regularly looks like?

Gh uhmm, in the school most of them has white walls. We have some plants in school. Uhmmm what else uhmm. Some posters of subjects. Pictures, some have a sofa. Uhm yeah

Do you do exercises or breaks to calm down?

We do have a lot of breaks, we have very, uhmm never spend 30 minutes doing one thing. So we do a kahoot or estaffete, run up and get a word or something, but yeah that's part of the teaching practice. So I don't really know.

Do you think moving helps against stress?

Yes, it's based on social interactions, it has to be moving around. Because uhm , uhmmm... A very stressfull situation where moving is involved, is for example by moving around, run to solve a problem is helping it because they have a goal where they work together instead of where they meet. So uhm they do something together.

Do you have a corner in the school or classroom where the children can go to calm down or relax?

No, there are some places where students can go, some of the special needs have time out areas but I try to stop them because closing of is not helping. They are avoiding the stressful part then. Uhm It's like the bachelor, if you're stressed about it and then I am putting it away. Because that will solve it...uhm No and that's not helping it. It's gonna come back.

Do you think students who get grades experience more stress? Why?

Yes. I do really. Social interaction, student wants to be good, fit in to the cool group, as long as they get a mark that's 4 and they experience that they're not cool AND also not smart? What am I good for then? Uhm Pupils are very nosy about other's grades. They get them to share them. Like, 'oh what did you get?', I don't think the grade itself is stressful but the social interactions about that grade is stressful. Uhm therefore I think a deep feedback is way better. No grade, but you understand this and this is good, so it can't be shared.

Do you have any comments or ideas you would like to add?

Uhhh, actually no.

Thank you very much for your time.

1B - analyse interview Leyssac, A.

Legende:

Number of stressed students
Stress in the classroom
Cause of stress
Notice stress
Danish education system
Danish classroom
Stress solutions: talking
Stress solutions: hygge
Stress solutions: breaks and exercises
Stress solutions: moving
Stress solutions: relax corner
Stress solutions: grades
Stress solutions: feedback
Other solutions stress
Effectivly working about stress in school or class
Teaching experience
Niet relevant voor bachelorproef

Nr.	Label	Fragment
1	Teaching experience	For four years.
2	Experience stress (age 10-12)	Uhm, relatively yes, generally no. They think they are stressed but I don't think in general they are. I have about 20 to 25 pupils in each class, uhmmmm. I think 0 experience stress.

3	Reasons stress	They feel really stressed when they get one piece of homework or if they have to read two papers in one hour. But the whole focus is on playing games, to let them feel good, uhm so they manage to do it. They express that its stressful but objectively looking at them they show no sign.
4	Word stress	No, the medical condition has some bad sings. Mhh They are bored of what we ask them to do so they call it stressful. In the hope, I think, to not have to do it anymore or something.
5	How notice stress	Mostly they say it to me.
6	Causes stress	They say it's the homework but me personally, uhm I think it's more about making up their own personality, what role they play, social status, they want to fit in. so uhm yes uhhh I personally think the own stress they're feeling is to fit in but how. Uhm how to fit in. Homework I actually think is negative in stress because they are not getting homework, only when they're fooling around in class. Stronger, uhm, It helps them with releasing stress because they get to focus, do this one page instead of being in social interaction all the time. It removes them from stress of social interaction. But they express it is stressful themselves.
7	Working with students about stress in school or class	We do not work around stress with pupils in the school, no. No, neither.
8	Talking about stress	Uhhmm with the resource person, you know uhm the special needs. I don't really talk about it in class, but uhm I think it's because I am not a class teacher. I don't talk about stress but about fitting in and you think it's cool to be this and this, and act like this, ... but if you don't want to, it's better to just ignore it and try to move on. Uhm It's way worse trying into a group that you're not welcome. We don't mention the stress part, but uhm we tried to make them a better person. We reflect on different things with the children that they can learn. Yes. I do that with special needs for sure, uhm but don't really do that in class but, as I said, I am not their classroom teacher. It's more his job. Uhm yeah
9	Relieve stress	Being focused on working together, focus on one thing. All social things are based on solving something. Working in group work, you know it has a purpose. Hum, It's important to give them a goal.
10	Talking about stress as a subject	Nope, we don't call it stress. So we don't talk about it just like that... Uhm yeah.
11	Hygge and stress	Sure, yes I think so.
12	Hygge in the classroom	Yes, we sometimes, I've uhm. One time made a reward system. If we did 15 classes that went well, we did all the work, we had a nice atmosphere, everyone did their best, ... then one time whe, uhm where they could bring their sleeping bags and pillows and watched a movie and relaxed in the lesson. Uhm we also did some board games from time to time in class. Also a few times I bring in tea.
13	Looks of a Danish classroom	I don't decorate, the classroom teacher. He or she does that. Gh uhmm, in the school most of them has white walls. We have some plants in school. Uhhmm what else uhmm. Some posters of subjects. Pictures, some have a sofa. Uhm yeah
14	Exercises/breaks to calm down	We do have a lot of breaks, we have very, uhmm never spend 30 minutes doing one thing. So we do a kahoot or estaffete, run up and get a word or something, but yeah that's part of the teaching practice. So I don't really know.

15	Moving and stress	Yes, it's based on social interactions, it has to be moving around. Because uhm , uhmmm... A very stressful situation where moving is involved, is for example by moving around, run to solve a problem is helping it because they have a goal where they work together instead of where they meet. So uhm they do something together.
16	Relax corner	No, there are some places where students can go, some of the special needs have time out areas but I try to stop them because closing of is not helping. They are avoiding the stressful part then. Uhm It's like the bachelor, if you're stressed about it and then I am putting it away. Because that will solve it...uhm No and that's not helping it. It's gonna come back.
17	Grades and stress	Yes. I do really. Social interaction, student wants to be good, fit in to the cool group, as long as they get a mark that's 4 and they experience that they're not cool AND also not smart? What am I good for then? Uhm Pupils are very nosy about other's grades. They get them to share them. Like, 'oh what did you get?', I don't think the grade itself is stressful but the social interactions about that grade is stressful. Uhm therefore I think a deep feedback is way better. No grade, but you understand this and this is good, so it can't be shared.

2A – interview Erikstrup, P.

My name is Isa Verbeek, I study teacher education at KP. I'm writing my bachelor paper about children with stress in 5th and 6th grade (age 10-12). I'm looking for solutions in Denmark to compare with what they do in my home country Belgium. I'm very grateful to talk with you.

Name: **Erikstrup, P.**

Gender: Female

School in district Brønshøj-husum – Teacher in 5th grade and 7th (Social studies, history and german)

Education: Teacher Education (former lawyer)

How many years have you been teaching?

Uhm I've been a teacher for 5 years.

Do you think students age 10-12 experience a lot of stress in Denmark?

Uhm yes I think uhm I do. Uhm they are going to school until 14.00 - 15.30 every day and after that they attend a 'club'. They are here until their parents get back from work. You know that in Denmark more than 90% of both parents work so yes, children got to go somewhere. Uhm so they have a long day were they're busy and don't relax.

How many students do you have in your class that experience stress?

Uhm I have around 24-28 students. Uhm my guess would be that around 60 % think they're stressed.

How and when do you see that they experience stress?

Uhm for example, when I give them homework, some, a lot of the pupils starts telling me about all they have to accomplish after school, and uhm the thing they need to do.

What do you think causes stress in 5th and 6th grade?

Well; mostly time they don't have, because they are home at 16.30-17.00 o'clock. Uhm and they do so much. And uhm, something else, uhm in addition, some are even going to sports and other activities. When they go home after school, they will be by themselves, because the parents are working. So they are alone at home or uhm at a sport or activity.

Uhu ok. Do you work around stress with the pupils?

Uhm I am in many, many classes and so, therefore I am not the main teacher. Therefore, I do not work with stress,

because the class-teacher takes that. However, I try to work with relations, so they pupils have faith in me and would tell me, if they cannot manage or something is wrong or uhm they have a bad day. Yes so they can talk about. Uhm I also try to give them as little homework as possible, because the long schooldays actually were supposed to make up for homework. Because the school day is longer so that they don't have so much work at home and they can do homework in class at school.

Do you think hygge helps against stress?

Yes. Sure. I think it is important that the classroom and the atmosphere is 'hyggelig', so that it has a hygge atmosphere. I think that, when the pupils have faith in you, many situations can be avoided that aren't supposed to happen in the first place. And uhm because I'm not class teacher I don't get to make the room of the children. Most of them could even be a more, a bit more hyggelig. But then again some older pupils at this school, they uhm, they can have a tendency to take things down or destroy it..... Uhm I also try to involve my students in my teaching. Uhm for example, uhm, it depends on the students and situation, but sometimes I let them help by handing out paper, or cleaning the board, or .. yes. I try to give them also some responsibility for the classroom. I think maybe if they take care of it they will respect it more.

Do you have a corner in the school or classroom where the children can go to calm down?

In some classes there are such corners they are being used. But uhm I think most we try to make hyggelig spaces.

Another question, do you think having the same teacher for three years helps create a we-feeling ?

Yes, definitely. Uhm, I think it makes a great different, because the relations between pupils and teacher is essential for the learning process. It's very important, maybe one of the most important things.

Do you think moving helps against stress?

Yes uhm, yes. Uhm I often dance with my pupils. I notice that gives them energy and brings back concentration with a lot of them. So that's very good.

Do you know the word 'pyt'?

Yes

What does it mean?

Let it go... let it go.....

Do you use it in the class to relieve stress?

Yes, some classes have a pyt-button. And then they can hit the button. Uhm to let it go and move on. Yes.

Oké. Do you think students who get grades (from 7th grade and higher) experience more stress? Why?

Uhm well, uhmm maybe, yes. I think some sure will. The most of them I think. But maybe uhm some others also can see it as an encouragement to do a lot their best.

Uhu. Do you sing in the mornings at school?

No, we don't.

Why not?

I actually don't know, because there are a lot of other uhm places, schools where they do that.

Do you think it could help against stress?

Uhm, mmmmm, I don't know. It depends I think, I am not sure.

On what?

Different things, uhm the children, the school and organisation, uhmm yes I don't know.

Do you have any comments or ideas you would like to add?

No, that's it I think.

Thank you very much for your time!

2B – analyse interview Erikstrup, P.

Legende:

Number of stressed students
Stress in the classroom
Cause of stress
Notice stress
Danish education system
Danish classroom
Stress solutions: talking
Stress solutions: hygge
Stress solutions: breaks and exercises
Stress solutions: moving
Stress solutions: relax corner
Stress solutions: grades
Stress solutions: feedback
Stress solutions: pyt
Stress solutions: morningsong
Other solutions stress
Effectively working about stress in school or class
Teaching experience
Niet relevant voor bachelorproef

Nr.	Label	Fragment
1	Teaching experience	Uhm I've been a teacher for 5 years.
2	Experience stress (age 10-12)	Uhm yes I think, I do. Uhm they are going to school until 14.00 - 15.30 every day and after that they attend a 'club'. They are here until their parents get back from work. You know that in Denmark more than 90% of both parents work so yes, children got to go somewhere. Uhm so they have a long day were they're busy and don't relax. Uhm I have around 24-28 students. Uhm my guess would be that around 60 % think they're stressed.
3	How notice stress	Uhm for example, when I give them homework, some, a lot of the pupils starts telling me about all they have to accomplish after school, and uhm the thing they need to do.
4	Causes stress	Well; mostly time they don't have, because they are home at 16.30-17.00 o'clock. Uhm and they do so much. And uhm, something else, uhm in addition, some are even going to sports and other activities. When they go home after school, they will be by themselves, because the parents are working. So they are alone at home or uhm at a sport or activity.
5	Working with students about stress in school or class	Uhm I am in many, many classes and so, therefore I am not the main teacher. Therefore, I do not work with stress, because the class teacher takes that. However, I try to work with relations, so they pupils have faith in me and would tell me, if they cannot manage or something is wrong or uhm they have a bad day. Yes so they can talk about. Uhm I also try to give them as little homework as possible, because the long schooldays actually were supposed to make up for homework. Because the school day is longer so that they don't have so much work at home and they can do homework in class at school.

6	Hygge and stress	Yes. Sure.
7	Hygge in the classroom	I think it is important that the classroom and the atmosphere is 'hyggelig', so that it has a hygge atmosphere. I think that, when the pupils have faith in you, many situations can be avoided that aren't supposed to happen in the first place. And uhm because I'm not class teacher I don't get to make the room of the children. Most of them could even be a more, a bit more hyggelig. But then again some older pupils at this school, they uhm, they can have a tendency to take things down or destroy it..... Uhm I also try to involve my students in my teaching. Uhm for example, uhm, it depends on the students and situation, but sometimes I let them help by handing out paper, or cleaning the board, or .. yes. I try to give them also some responsibility for the classroom. I think maybe if they take care of it they will respect it more.
8	Relax corner	In some classes there are such corners they are being used. But uhm I think most we try to make hyggelig spaces.
9	Link we-feeling and same teacher for three years	Yes, definitely. Uhm, I think it makes a great different, because the relations between pupils and teacher is essential for the learning process. It's very important, maybe one of the most important things.
10	Moving and stress	Yes uhm, yes. Uhm I often dance with my pupils. I notice that gives them energy and brings back concentration with a lot of them. So that's very good.
11	Pyt	Yes. Let it go... let it go..... Yes, some classes have a pyt-button. And then they can hit the button. Uhm to let it go and move on. Yes.
12	Grades and stress	Uhm well, uhmm maybe, yes. I think some sure will. The most of them I think. But maybe uhm some others also can see it as an encouragement to do a lot their best.
13	Morningsongs	No, we don't. X Why not? I actually don't know, because there are a lot of other uhm places, schools where they do that. Uhm, mmmmm, I don't know. It depends I think, I am not sure. X On what? Different things, uhm the children, the school and organisation, uhmm yes I don't know.

3A – interview Årman J.

My name is Isa Verbeek, I study teacher education at KP. I'm writing my bachelor paper about children with stress in 5th and 6th grade (age 10-12). I'm looking for solutions in Denmark to compare with what they do in my home country Belgium. I'm very grateful to talk with you.

Name: **Årman, J.**

Gender: Male

School in district Dyssegård – Function: 7th 8th and 9th grade – 5th and 6th grade teacher

Teacher education: Danish – German – History

In which grades do you teach?

I usually teach in a 8th and 9th grades and 7, 8 and 9th. I'm a teacher in those tree but I also teach German and since 2013, they have German in 5th and 6th as well so uhm so there aren't that much many German teachers so we need to teach over there as well. so I I visited them once a week but it's difficult to get to get to know them because in the 5th, uhm I'm there 45 minutes a week so that's nothing.

At which grade are you a class teacher ?

I'm a class teacher in the 8th.

What did you do for education?

I teach Danish German and history.

Okay, and how many years have you been teaching?

I've been teaching since 2006, so some years.

If you look at your class, do you think they have a lot of stress?

I don't know if I can call it stress, uhm sometimes they are busy I think there's maybe, i don't know. I know the gap is large but I think there is a tendency of a naming uhm naming being uhm having a lot to do and stress and combining those two. I don't think it's the same but, I over the last couple of years I've seen that some of the students feel that they have more to do and are more, i don't know how you can call it in English, uhm, but I feel that they have more work to do and they have to do more that they have to live up to and specially as a school gets more, uhmmm how do you say that uhmm, alright. No i have so students from Germany so I have been speak in Germany for the last few weeks. I'm, uhm just a second the school is getting more academical or academic which means that some of the students who are not used to or do not come from homes where the parents are educated, they kind of fall back and they can feel the stress. I think because they have problems of coping or keeping up because I have seen a tendency in the school as such of becoming more academic and that maybe could be stressed.

Would you call that stress?

I don't know, I don't know. I just I don't know. No that's not being busy that's something else I don't know if you can call stressed but who or what this would, i see pupil's or or or students see themselves as more stressed now then before.

You think it's a lot of work that they have, that you mentioned before, that causes to feel that way?

I think it's both. The fact that there is more to do but there's more to do they have more subjects and it's also with how we see them as the society.

What do you mean with how we see them as society?

I think, I am, I think, uhmm I don't know If they have it in the 5th or 6th grade. I, in Denmark you can start giving grades at 8th and I it's, it's difficult because on one side they really look forward to getting grades but on the other hands it's a very big pressure for them to handle getting grades. And often day if we make something they have to make a paper or something to hand into me, this gets uhmm they want to have uhm to become to get grades but often i don't give them, give it to them. They get a a... uhmmm... uhmmm...

Like a feedback form?

Yeah feedback in written form without grades, but they always compare so "okay you've written this what grade would that be" and I have to stand quite firm and say you won't get it and I only wrote this. I don't have a secret paper where I write grades. That stresses them out that's stressing for them because they have to and that's what I mean with society. Society they have to have a certain grades to get into certain educations and maybe because I teach 7,8, 9th more, I just don't see the smaller children getting stressed. I don't see it in the 5th grades or the 6th.

they go automatically to the next grade?

Yes, they do yes. You can't fail Folkeskole.

What happens at the end if they don't score well enough?

Then there are limits to what education you can continue, but you can't fail Folkeskole.

Of course you can see on the grades there are, uhm there are grades that are passed and grades that are not passed but it doesn't mean that you can't finish the school. So you can finish school with grades lower than passed so it's not, uhm it doesn't mean that you have to go to keep on going in Folkeskole until you passed. That's not the way. But there will be limits to which schools you can attend afterwards. But in order to prevent it we work a lot with our relationship with to the students that is our way in this school to prevent it, the stress.

And how do you do that?

We do that in a lot of ways I locked the door because otherwise this room, uhm this is the teacher's room. This room is always filled with pupils, uhm they, we work with an open door policy which means that we work a lot with our relation to the students, our relations to them and their relation to us in order to make it uhm Maybe you could call it hygge. I don't know a word, but uhm as a thing you do can help but I think it may help but I think the main thing for us to get the pupils to act or not act to prevent stress or prevents having, uhmmm what is called in English, uhm they need to have a good life, uhmmm.

Well being?

Yeah their personal well-being has a lot to do with our relationship to them because if they have this relationship to us, uhm if we have this relationship to them they will come to us if they have a problem . That doesn't mean uhm, some compares it to that we are very friendly to them or friend like but that's not true because we are an authority. And and they know that we are in authority so it may look like it but we as well as day know that it's not the case. Uhm but we worked with relations very much we use uhm a theory called ICDP, I don't know if you know about.

No I don't.

It's called international child development program. We work with 8 themes because we have An ID that it's our uhmm answer? Uhmm I forgot the words . Uuhhmm just a moment . I'm looking it up. Of course, it's my responsibility uhm that I see every child, and it's my responsibility that every child has a good day to go to school that every child is okay all the time and if not it's my responsibility to improve it. Uhm and there are I don't know if you've been teaching children, but there are a lot children where the relationship is very easy to develop. But then there are a lot, not a lot, but some children where the relationship is harder to develop. There's some children you just don't like but that's just not good enough because it's still my job. So if there's children I don't like, it's still my responsibility to make myself like them. Uhm and therefore we work from these teams that show that you, I don't know to say uhm, show some positive feelings - show that you like the child - adjust yourself after the child's and follow its initiative - talk to the child's about what its interests are and try to make conversation about it and uhm recognize the child for what it is - help the child to uhm collect or gather what is the term in English it's uhmm umm attention towards the school uhm and and there are 3 more. But the idea is to create a relation because if that functions, then you can make progress in school as well. You can not see it the other way around.

You think the well-being of the child is more important than the grades of the students?

The well being is the only thing that's important because if that works then the rest will follow by itself of course, there will be difference in which topics you like of course. But in general this is the most important. Uh. When there is an issue in my class I would stop the class and first solve that.

Do you know exercises of how to create that relationship with your pupils?

Uhm yes, in our group of children there are, in our group of teachers, sorry. Where we have certain or special focus on one or two children uhm and that can as I said before that doesn't necessarily mean that you don't like the child. It could also be the child's you doesn't see. Uhmm some children are very good to make themselves visible while other children are not. Some children you can teach a whole day and say uhm 'was Maria in school today i don't know'. UHmm and that's my responsibility as well too uhm to change that because every child has a right to be seen. Uhm you can just, some children you can teach to do that but a lot of children or some children are just not like that. Uhm it's just a part of their personality, it's just the way it is. But it's still my responsibility as a profession to see every child. Uhm so that's one way to do it that we speak openly in the group of teachers. Another way what to do is spend time with the pupils, so I spent courses and talk to them about their interests .

Yes, were you now sitting in the class during break time?

Yes uhm. That's the main thing to do that you need to. They need to see that you're actually interested in them. And that could be done in a lot of different ways but showing them that you are actually interested, that's a very important thing I think.

Do you think it helps to spend three years with the same class?

Yes indeed, of course, because it takes time to build up such a thing. I have it with most of them, the relationship with all my classes but of course if I only teach them for 45 minutes a week, I don't have that good of a relationship. Uhm right now I teach 15 classes so that makes it difficult but I only teach one of the classes but as we live in this house, as we are in this house, uhm, I know all of them because we are together all the time but the others are in another building in the 2nd floor so I never see them.

Your relationship with the pupils is important what do you think of the relationship with the pupils among each other?

Uhm of course; of course we work with it as well and if something is not in order uhm uhm we do something about it.

Do you know an exercise to work on this?

We have a thing called uhm uhm trivlsle once a week

How is it called ?

It's called trivlsle, Trivlsle which is uhm you can call it well-being. Uhm uhm. (looking up another word) Uhm Uhm. (typing on the computer) Uhm one moment . UHmmm it's just well-being in Danish. Uhm I will just uh yes well-being. Uh uhm we have that, they have that half an hour a week.

Every week?

Yes every week. And if different things is in order we may be just, uh we just play something or we discuss all sorts of matters uhm one moment (looking up a word). Uh but if something is the matter we work with activities to improve it as a three classes went over here in this building. We started out by making a lot of introduction games to make the three classes work them together. Last year we had one classroom in the basement and two classrooms on the first floor, and we saw that the two classes on the first floor had a very, they had a life together uh but the other one's uh the other class in the basements not the basement the the uhm what is it called i don't know down here .

I think the basement is correct.

Uh they uh they sort of lived their own life. So we changed it, we sorta relocated them. So one class went up and the other one went down maybe it will change again next year. Uh is the first time I tried that. Uhm because uh pupils have a tendency of getting an ownership to their room, 'this is our room and this is where we stay' so we just said that we don't care. We will move you because this is what we want. So that's one way uhm one thing we have done. And then we have a thing called a AKT. Uh which is called in Danish it's "unfrulcontactuntrutsel'. Which is behavior contact an well-being uh. Uhm which is teachers all over the school they have uh uh uh an education in well-being, so if something, if I have problems in my school and I think I can't handle them myself I can contact this teacher and they will come and help me.

So is it a separate organization?

No it's not as a separate organization, it's our teachers in the school who has taken courses in this so that they can help us.

We have another exercise we do here at school. The pupils write all some good qualities of other pupils, students when they have a paper on their back. Uhm so they can't write you're good looking or something but they write you are very brave things like that. This way each student has a paper full with good things about themselves. It's very nice, they hang up in my classroom.

Okay, is there something else?

I think irony can help a lot in the class. They say you can't do that, but it's my way. I think being yourself is a very important thing as a teacher.

I understand.

Do you use hygge in your classroom ?

I don't know,uh I don't think the way the room is has a real effect maybe you can make you feel better or it may be has some warmth in it but i don't think it has a real lasting effect.

Is your classroom decorated the way I saw in the other classroom with a sofa and everything?

Yes I do, uh it is. You can go and watch it later if you want to. Uhm uh I like my classroom being nice because I spent so much time in there. In my classroom there is a sofa and a little space where the children can rest. Uh there also big

windows and some plants. But now we moved it and I, I've been wanting to hang up posters but they are still standing here. I don't know if it has effects on stressed or not stressed. There are other things that mean more I think like, 'do I have friends, do they like me, do I have good grades, what do my teachers think of me' and uh that's the important part I think. It's important that the place where I teach, I like being.

Do you do exercises or brain breaks in your class ?

Yes we have been working a lot with these brain breaks. Uh why you don't have real breaks you can keep up the concentration if you take a real short break and take a shift or anything that you can just carry on but I don't think that's completely true. Uhm uh I think uh I think a lot of teachers or a lot of people talking about teachers as if as of such miss understand that children needs real breaks where they can do what they want to and I don't I think brain breaks can be good and nice and uh and it's nice that you can make something which makes the brain true or do something and you can carry on. But I think it's very important to allow children to children of five years and children of fourteen years to allow them to do; uh to allow them to let them do things they want to do uh. So if I have in Denmark we have a lot of schools are lessons are almost always 2 lessons of 45 minutes uhm but I almost never go on for 90 minutes. I almost always go on for maybe 15 minutes or something and then I like get a break and then the other half of the lesson is a bit shorter uhm. And I allow them to sit where they want to when they work . Foreigners think it's very strange 'they just go wherever they want to and they work?'. They can also sit in here in the teachers room by themselves. There is nothing here that they are not allowed to see. Uhm and they can but I got also uh withdraw the allowance if I can see that some students are always going outside and never doing anything. In the beginning I can ask them or uh or say to them maybe it would be good for you to stay in the class and then that could be grades of this allowance. Uhm but a lot of children love to work outside. Or just in another place and I experience a lot of children working very good on their own and ask him me for help when they want or need it. So I think being a teacher must be a way off of getting to know your children or pupils and then also getting to know where to put a line where to put uh where to guide them you must always guide them in the right way . and that can be you can have every freedom you want or you can have no freedom at all you can. You need to now your children good enough to know where to do what and that's very difficult . sometimes I choose the wrong thing.

I read an article about the word pyt in the classroom, i don't know how you pronounce it.

"Puut"

Yes, do you use that in your teaching?

Do you know what it means ?

It doesn't matter?

Yes that could be uhm it's not exactly what it means it's you could say never mind. Or you could say uh, OK I got a bad grade but it's not the end of the world, you could use it there. That's a very important word. In Denmark we talk about hitting the pyt button. It is an important word because I uhm. I see a lot of girls now we're talking about stress, I see a lot of girls having more stressed than boys . I think society still has a way of looking strange at the boys and girls because uh boys aren't behaving probably properly or if boys are rebels or do strange things and are not behaving well it's cool or getting good grades bad grades. That's OK and if girls are doing the same thing that's bad that's not OK that's not good. Then they, you have to behave well, you have to work hard in school you have to do what is expected of you. And that's really really bad because I uh I used to uh say the girls maybe you should be more like the boys and say of course I can do that. Have you read about pipi longstrom?

Yes I have, why?

It's a Swedish children thing. She has a motto 'can you do this?' well 'I haven't tried this before so I can probably do this'. I often talk to both boys and girls about boys saying of course I can do that if they ask and they don't know if they can. Girls will say: no if I don't know if I can do it I will say that I can't do it. Uhm I think they have a lot of barriers. Which is I won't say anything if I don't know if the things I say are absolutely correct. And that's where I use the pyt word. I don't always use it specifically but uh I work with this don't be so hard on yourself especially on girls because they can have a tendency off being very hard on themselves and being very anxious before these weeks of the grade giving, when they get their

grades. They are very anxious, before twice a year we have a talk with the teachers the main teachers and the child and the parents and there are always extremely anxious. I always say 'what could possibly be the worst thing?'. You could say things that I did bad or something. Nothing could possibly be a surprise for you. I mean, I spent more awake time, uh time awake with those children than that their parents do so you get to know them very very well. The difference is that we don't love them and their parents do. Sometimes we know more about them than their parents do. So they're always very anxious in and afterwards I say did I say anything that surprises you? 'no no'. There's ever happened in one of these talks that surprise you? 'no no'. So probably it won't happen next time. It's two worlds colliding because they had the world with me and then they have the world at home. The pupils don't like these two worlds combining or meeting each other. Of course is strange to sit there with so many adults around you of course it's not a nice situation, of course not.

Uhu. Do you have morning sang at your school ?

We do but only once a month because we don't have room enough but we do it once a month .

And...Do you think it helps the students to relax or de-stress?

I would like to say yes uh I mean I think yes .Uhm uh but uh. Unfortunately the way it is organized in this school makes it very chaotic. Unfortunately. But we have a teachers band. Every time with Christmas and the summer when we finish uhm we always play two or three numbers. So uhm, I think that singing together is a very important thing and I think it can create a uh sort of one moment I lack a word, solidarity maybe or coexisting or that the school is existing together or like uh are we like feeling of being together . Uhm I don't know what the word is called. I think the teachers band can do that as well because I think the teachers band consists out of teachers from first class and 9th grade and they make students say 'we love you'. It's so nice uhm. And that's, so I think that music can do that. We always have fifths or sixth graders or some classes singing at this morning songs. But unfortunately here in is very chaotic in the school.

Ok thank you very much for your time. Is there anything you would like to add or say according to this subject ?

Uhm I don't think that you can emphasize this uhm importance of the relation to your students enough. I think that it's crazy to think that you can let the students uhm uhm, well if a pupil doesn't perform good enough, so we will just make the day longer or just get them some more classes in Danish or English or anything and that will just fix the problem. I don't think you can emphasize the importance of the relation between the teacher and the students enough. I think it's more than anything else. Because if that works and the relation students in between and students and teachers, if that works you can make anything work. Even with children who has shitty lives at home, because if they have a good time or have a good relation at school that can save them from a lot of things. So i don't think you can emphasize the importance of that enough.

Ok, thank you very much for your time. I think I have a lot of information that I can work with.

3B – analyse interview Årman, J.

Legende:

Number of stressed students
Stress in the classroom
Cause of stress
Notice stress
Danish education system
Danish classroom
Stress solutions: talking
Stress solutions: hygge
Stress solutions: breaks and exercises
Stress solutions: moving
Stress solutions: relax corner

Stress solutions: grades
Stress solutions: feedback
Stress solutions: pyt
Stress solutions: morningsong
Relationship teacher – students and other solutions stress
Effectively working about stress in school or class
Teaching experience
Niet of minder relevant voor bachelorproef

Nr.	Label	Fragment
1	Teacher in grades...	I usually teach in a 8th and 9th grades and 7, 8 and 9 th . I'm a teacher in those tree but I also teach German and since 2013, they have German in 5th and 6th as well so uhm so there aren't that much many German teachers so we need to teach over there as well. so I I visited them once a week but it's difficult to get to get to know them because in the 5 th , uhm I'm there 45 minutes a week so that's nothing. I'm a class teacher in the 8 th .
1	Teaching experience	I teach Danish German and history. I've been teaching since 2006, so some years.
2	Experience stress (age 10-12)	I don't know if I can call it stress,
3	Stress or being busy?	uhm sometimes they are busy I think there's maybe, i don't know. I know the gap is large but I think there is a tendency of a naming uhm naming being uhm having a lot to do and stress and combining those two. I don't think it's the same but,
4	How notice stress	I over the last couple of years I've seen that some of the students feel that they have more to do and are more, I feel that they have more work to do and they have to do more that they have to live up to and specially as a school gets more, the school is getting more academical or academic which means that some of the students who are not used to or do not come from homes where the parents are educated, they kind of fall back and they can feel the stress. I think because they have problems of coping or keeping up because I have seen a tendency in the school as such of becoming more academic and that maybe could be stressed.
5	Call it stress?	I don't know, I don't know. I just I don't know. No that's not being busy that's something else I don't know if you can call stressed but who or what this would, i see pupil's or or students see themselves as more stressed now then before.
6	Causes stress – lot of work	I think it's both. The fact that there is more to do but there's more to do they have more subjects and it's also with how we see them as the society.
7	Grades	X What do you mean with how we see them as society? I think, I am, I think, uhhh I don't know If they have it in the 5th or 6th grade. I, in Denmark you can start giving grades at 8th and I it's, it's difficult because on one side they really look forward to getting grades but on the other hands it's a very big pressure for them to handle getting grades. And often day if we make something they have to make a paper or something to hand into me, this gets uhhh they want to have uhm to become to get grades but often i don't give them, give it to them. They get a a... uhhmm... uhhmm...

		<p>X Like a feedback form? Yeah feedback in written form without grades, but they always compare so “okay you've written this what grade would that be” and I have to stand quite firm and say you won't get it and I only wrote this. I don't have a secret paper where I write grades. That stresses them out that's stressing for them because they have to and that's what I mean with society. Society they have to have a certain grades to get into certain educations and maybe because I teach 7,8, 9th more, I just don't see the smaller children getting stressed. I don't see it in the 5th grades or the 6th.</p>
8	Graduate Folkeskole	<p>Yes, they do yes. You can't fail Folkeskole. X What happens at the end if they don't score well enough? Then there are limits to what education you can continue, but you can't fail Folkeskole. Of course you can see on the grades there are, uhm there are grades that are passed and grades that are not passed but it doesn't mean that you can't finish the school. So you can finish school with grades lower than passed so it's not, uhm it doesn't mean that you have to go to keep on going in Folkeskole until you passed. That's not the way. But there will be limits to which schools you can attend afterwards.</p>
9	Relationship teacher students	<p>But in order to prevent it we work a lot with our relationship with to the students that is our way in this school to prevent it, the stress. X And how do you do that? We do that in a lot of ways I locked the door because otherwise this room, uhm this is the teacher's room. This room is always filled with pupils, uhm they, we work with an open door policy which means that we work a lot with our relation to the students, our relations to them and their relation to us in order to make it uhm Maybe you could call it hygge. I don't know a word, but uhm as a thing you do can help but I think it may help but I think the main thing for us to get the pupils to act or not act to prevent stress or prevents having, uhmmm what is called in English, uhm they need to have a good life, uhmmm. X Well being? Yeah their personal well-being has a lot to do with our relationship to them because if they have this relationship to us, uhm if we have this relationship to them they will come to us if they have a problem . That doesn't mean uhm, some compares it to that we are very friendly to them or friend like but that's not true because we are an authority. And and they know that we are in authority so it may look like it but we as well as day know that it's not the case.</p>
10	ICDP theory – seeing every child	<p>Uhm but we worked with relations very much we use uhm a theory called ICDP, I don't know if you know about. X No I don't. It's called international child development program. We work with 8 themes because we have An ID that it's our uhmm answer? It's my responsibility uhm that I see every child, and it's my responsibility that every child has a good day to go to school that every child is okay all the time and if not it's my responsibility to improve it. Uhm and there are I don't know if you've been teaching children, but there are a lot children where the relationship is very easy to develop. But then there are a lot, not a lot, but some children where the relationship is harder to develop. There's some children you just don't like but that's just not good enough</p>

		<p>because it's still my job. So if there's children I don't like, it's still my responsibility to make myself like them. Uhm and therefore we work from these teams that show that you, I don't know to say uhm, show some positive feelings – show that you like the child – adjust yourself after the child's and follow its initiative – talk to the child's about what its interests are and try to make conversation about it and uhm recognize the child for what it is – help the child to uhm collect or gather what is the term in English it's uhhh umm attention towards the school uhm and and there are 3 more. But the idea is to create a relation because if that functions, then you can make progress in school as well. You can not see it the other way around.</p>
11	Well being of the child	<p>The well being is the only thing that's important because if that works then the rest will follow by itself of course, there will be difference in which topics you like of course. But in general this is the most important. Uh. When there is an issue in my class I would stop the class and first solve that.</p>
12	Create a good relationship with pupils	<p>Uhm yes, in our group of children there are, in our group of teachers, sorry. Where we have certain or special focus on one or two children uhm and that can as I said before that doesn't necessarily mean that you don't like the child. It could also be the child's you doesn't see. Uhhh some children are very good to make themselves visible while other children are not. Some children you can teach a whole day and say uhm 'was Maria in school today i don't know'. UHhm and that's my responsibility as well too uhm to change that because every child has a right to be seen. Uhm you can just, some children you can teach to do that but a lot of children or some children are just not like that. Uhm it's just a part of their personality, it's just the way it is. But it's still my responsibility as a profession to see every child. Uhm so that's one way to do it that we speak openly in the group of teachers. Another way what to do is spend time with the pupils, so I spent courses and talk to them about their interests.</p> <p>X Yes, were you now sitting in the class during break time?</p> <p>Yes uhm. That's the main thing to do that you need to. They need to see that you're actually interested in them. And that could be done in a lot of different ways but showing them that you are actually interested, that's a very important thing I think.</p>
13	Three year the same class teacher	<p>Yes indeed, of course, because it takes time to build up such a thing. I have it with most of them, the relationship with all my classes but of course if I only teach them for 45 minutes a week, I don't have that good of a relationship. Uhm right now I teach 15 classes so that makes it difficult but I only teach one of the classes but as we live in this house, as we are in this house, uhm, I know all of them because we are together all the time but the others are in another building in the 2nd floor so I never see them.</p>
14	Relationship pupils among each other	<p>Uhm of course; of course we work with it as well and if something is not in order uhm uhm we do something about it.</p> <p>We have a thing called trivse. It's called trivse, Trivse which is uhm you can call it well-being. We have that, they have that half an hour a week.</p> <p>X Every week?</p> <p>Yes every week. And if different things is in order we may be just, uh we just play something or we discuss all sorts of matters uhm one moment (looking up a word). Uh but if something is the matter we work with activities to improve it as a three classes went over here in this building.</p>

		<p>We started out by making a lot of introduction games to make the three classes work them together. Last year we had one classroom in the basement and two classrooms on the first floor, and we saw that the two classes on the first floor had a very, they had a life together uh but the other one's uh the other class in the basement. Uh they uh they sort of lived their own life. So we changed it, we sorta relocated them. So one class went up and the other one went down maybe it will change again next year. Uh is the first time I tried that. Uhm because uh pupils have a tendency of getting an ownership to their room, 'this is our room and this is where we stay' so we just said that we don't care. We will move you because this is what we want. So that's one way uhm one thing we have done. And then we have a thing called a AKT. Uh which is called in Danish it's "unfrulcontactuntrtsel'. Which is behavior contact an well-being uh. Uhm which is teachers all over the school they have uh uh uh an education in well-being, so if something, if I have problems in my school and I think I can't handle them myself I can contact this teacher and they will come and help me.</p> <p>X So is it a separate organization?</p> <p>No it's not as a separate organization, it's our teachers in the school who has taken courses in this so that they can help us.</p> <p>We have another exercise we do here at school. The pupils write all some good qualities of other pupils, students when they have a paper on their back. Uhm so they can't write you're good looking or something but they write you are very brave things like that. This way each student has a paper full with good things about themselves. It's very nice, they hang up in my classroom.</p>
15	Irony	I think irony can help a lot in the class. They say you can't do that, but it's my way. I think being yourself is a very important thing as a teacher.
16	Hygge	I don't know,uh I don't think the way the room is has a real effect maybe you can make you feel better or it may be has some warmth in it but i don't think it has a real lasting effect.
17	Looks classroom	Yes I do, uh it is. You can go and watch it later if you want to. Uhm uh I like my classroom being nice because I spent so much time in there. In my classroom there is a sofa and a little space where the children can rest. Uh there also big windows and some plants. But now we moved it and I, I've been wanting to hang up posters but they are still standing here. I don't know if it has effects on stressed or not stressed. There are other things that mean more I think like, 'do i have friends, do they like me, do i have good and grades, what do my teachers think of me' and uh that's the important part I think. It's important that the place
18	Exercise and brain breaks	Yes we have been working a lot with these brain breaks. Uh why you don't have real breaks you can keep up the concentration if you take a real short break and take a shift or anything that you can just carry on but i don't think that's completely true. Uhm uh I think uh I think a lot of teachers or a lot of people talking about teachers as if as of such miss understand that children needs real breaks where they can do what they want to and i don't I think brain breaks can be good and nice and uh and it's nice that you can make something which makes the brain true or do something and you can carry on. But I think it's very important to allow children to children of five years and children of fourteen years to allow them to do; uh to allow them to let them do things they want to do uh. So if I have in Denmark we have a lot of schools are lessons are almost

		always 2 lessons of 45 minutes uhm but I almost never go on for 90 minutes. I almost always go on for maybe 15 minutes or something and then I like get a break and then the other half of the lesson is a bit shorter uhm.
19	Sit wherever they need to sit	And I allow them to sit where they want to when they work . Foreigners think it's very strange 'they just go wherever they want to and they work?'. They can also sit in here in the teachers room by themselves. There is nothing here that they are not allowed to see. Uhm and they can but I got also uh withdraw the allowance if I can see that some students are always going outside and never doing anything. In the beginning I can ask them or uh or say to them maybe it would be good for you to stay in the class and then that could be grades of this allowance. UHM but a lot of children love to work outside. Or just in another place and I experience a lot of children working very good on their own and ask him me for help when they want or need it. So I think being a teacher must be a way off of getting to know your children or pupils and then also getting to know where to put a line where to put uh where to guide them you must always guide them in the right way . and that can be you can have every freedom you want or you can have no freedom at all you can. You need to now your children good enough to know where to do what and that's very difficult . sometimes I choose the wrong thing.
20	Pyt	"Puut" Yes that could be uh it's not exactly what it means it's you could say never mind. Or you could say uh, OK I got a bad grade but it's not the end of the world, you could use it there. That's a very important word. In Denmark we talk about hitting the pyt button. It is an important word because I uhm. I see a lot of girls now we're talking about stress, I see a lot of girls having more stressed than boys .
21	Boys and girls equal	I think society still has a way of looking strange at the boys and girls because uh boys aren't behaving probably properly or if boys are rebels or do strange things and are not behaving well it's cool or getting good grades bad grades. That's OK and if girls are doing the same thing that's bad that's not OK that's not good. Then they, you have to behave well, you have to work hard in school you have to do what is expected of you. And that's really really bad because I uh I used to uh say the girls maybe you should be more like the boys and say of course I can do that. Have you read about pipi longstrom? X Yes I have, why? It's a Swedish children thing. She has a motto 'can you do this?' well 'I haven't tried this before so I can probably do this'. I often talk to both boys and girls about boys saying of course I can do that if they ask and they don't know if they can. Girls will say: no if I don't know if I can do it I will say that I can't do it. Uhm I think they have a lot of barriers. Which is I won't say anything if I don't know if the things I say are absolutely correct. And that's where I use the pyt word. I don't always use it specifically but uh I work with this don't be so hard on yourself especially on girls because they can have a tendency off being very hard on themselves
22	Parents and teachers	and being very anxious before these weeks of the grade giving, when they get their grades. They are very anxious, before twice a year we have a talk with the teachers the main teachers and the child and the parents and there are always extremely anxious. I always say 'what could possibly be the worst thing?'. You could say things that I did bad or something.

		<p>Nothing could possibly be a surprise for you. I mean, I spent more awake time, uh time awake with those children than that their parents do so you get to know them very very well. The difference is that we don't love them and their parents do. Sometimes we know more about them than their parents do. So they're always very anxious in and afterwards I say did I say anything that surprises you? 'no no'. There's ever happened in one of these talks that surprise you? 'no no'. So probably it won't happen next time. It's two worlds colliding because they had the world with me and then they have the world at home. The pupils don't like these two worlds combining or meeting each other. Of course is strange to sit there with so many adults around you of course it's not a nice situation, of course not.</p>
23	Morningsong	<p>We do but only once a month because we don't have room enough but we do it once a month.</p> <p>X Do you think it helps the students to relax or de-stress?</p> <p>I would like to say yes uh I mean I think yes .Uhm uh but uh. Unfortunately the way it is organized in this school makes it very chaotic. Unfortunately. But we have a teachers band. Every time with Christmas and the summer when we finish uhm we always play two or three numbers. So uhm, I think that singing together is a very important thing and I think it can create a uh sort of one moment I lack a word, solidarity maybe or coexisting or that the school is existing together or like uh are we like feeling of being together . Uhm I don't know what the word is called. I think the teachers band can do that as well because I think the teachers band consists out of teachers from first class and 9th grade and they make students say 'we love you'. It's so nice uhm. And that's, so I think that music can do that. We always have fifths or sixth graders or some classes singing at this morning songs. But unfortunately here in is very chaotic in the school.</p>
24	Relationship students and teacher	<p>X Ok thank you very much for your time. Is there anything you would like to add or say according to this subject ?</p> <p>Uhm I don't think that you can emphasize this uhm importance of the relation to your students enough. I think that it's crazy to think that you can let the students uhm uhm, well if a pupil doesn't perform good enough, so we will just make the day longer or just get them some more classes in Danish or English or anything and that will just fix the problem. I don't think you can emphasize the importance of the relation between the teacher and the students enough. I think it's more than anything else. Because if that works and the relation students in between and students and teachers, if that works you can make anything work. Even with children who has shitty lives at home, because if they have a good time or have a good relation at school that can save them from a lot of things. So i don't think you can emphasize the importance of that enough.</p>

4A – interview Andersen, E.H.

My name is Isa Verbeek, I study teacher education at KP. I'm writing my bachelor paper about children with stress in 5th and 6th grade (age 10-12). I'm looking for solutions in Denmark to compare with what they do in my home country Belgium. I'm very grateful to talk with you.

Name: Andersen, E.H.

Gender: Male

School in district Valby - Function: 5th – 7th – 8th – 9th grade

Teacher education: History – English – Danish

1st question is to get some information. In which grades do you teach?

I have 6 graders, uh and a seven eight and 9th graders. The subjects for my teaching is history English Danish and science.

OK and you've been educated to give all of these subjects ?

yeah

Do you think students of the age 11 to 12 years old experience a lot of stress in Denmark ?

yeah too much.

And, could you put a number on it of how much pupils are stressed ?

I would say uh of a group of 25 students, 60% maybe.

How do you see the students are stressed?

I see it in uh the lack of uh ability to uh focus on learning, on their learning skills, lack off taking the time to fulfill an assignment. Everything is very rushy uh it's very superficial uh and uh hard, hardly, will hardly be able to uh be are learning that you can carry on for the next class you will enter.

You think they have a hard time to focus?

Yeah too many there are too many things that uh distract them from uh the main points.

You think the distraction causes the stress? Or what do you mean?

No I think the stress they have causes the distraction, the opposite way around.

And what do you think causes the stress then?

Uhhh yes, confusing family structures. I believe very much in the energy that you have from your home. uhhh It's defines the way your are able to enter the classroom.

You think there are other causes for stress?

Yes oh yes did. Uh That's inside the classroom. You have uh different pupils. so you have different things that cause the stress.

Do you have an example?

You can have a leaders uhuhh but not only among boys, but also among girls. And uh they will without really knowing it, be viewed by certain pupils as role models for certain activities. Not only school activities, but also the others. If one of these role models experience a bad or uh negative morning. That will bring a lot of turbulence into the classroom.

Do you do something around the subject stress?

Uh well, I tried to do it uhm, by learning the pupils another way of working. Uhm I am very project orientated in my learning. And uhm not that project learning in itself will minimalize stress but the way to approach that learning process is different. Because the tasks are more complicated to solve and that means that you will experience a uh more flexible time setting, but also you will as a pupil, student, uh, see or hopefully experience that uhm in the working process you will have the time will do as the teacher/coach, will be able to hold on to the idea of uh that uh the important thing for making a good presentation or whatever it might be, lies in uh taking the time. Make a good research, make a good selection of things you want to investigate with your teammates, in the whole how you manage to work in a team. Hopefully they get less stressful. But there's no guarantee. That's my way. The surroundings, also have an impact on the stress so yeah uhhh. Yes.

Do you talk about problems or incidents with the whole class?

Uhm, no. That's one of the advantages of project work. I can take those people who are in a conflict out and have a get together around the issues. With is a lot better uh for the students. Because I have the time to get things sorted if I can. A conflict in my class will always start, from me asking them to see if they can solve the problem themselves. I am not gonna be the problem solver. Because I am not suppose to sit in the team. I am their coach. I can make sure that problem won't happen again within that team. That's why it's important for them to find out the way themselves, but that depends on how mature children are.

You think the we-feeling of the class is important?

Of course it is. Uhh but uhh the way to facilitate that feeling can be very very difficult. But also very very exciting for both ends. When I was a class teacher in another school in the 5th grade, before I was headhunted, uhm yeah haha, my main goal was to get together the class socially, and uh also having a high level of uhm of skills in the subjects, primarily things.

What do you think is more important, the knowledge or that they get along etcetera?

Good question. I've been teaching for 20 years and from the start i was that's sort of teacher, I would say uh old school teacher. Who would say that uh the ability work and understand comprehend a subject would be number one. But that's not the case anymore. I left that idea many years ago. And I think it is a turn around. I don't believe you can learn anything unless you uh you have a good life. And you are rooted in yourself uh I think that's number one.

So if you would ask me how I would get that we-feeling. Uh I started out to make a number of tasks, social, with a bit of Danish. That ability to enter a relationship, understand those within relationships, respect differences, respect different sorts of creativity and skills. And when you match them something fantastic can occur. And so it did.

I would like to give this good one liner to you, uh. I was in a conference once in America. Uhm and there was an American guy. And he said, I realized later that day that I had been practicing in my class like that for many years but ok, he put it this way. I can not teach students anything, but I can guide them how to think. And if you look deeper into that line, for me that's the essence of our uhm work. To learn them how to think, to learn them how to be critical, to learn them how to research, uh to learn them how to be able to present anything without any script or whatever but in a free way, not improvised without having the bases in order. I think self-reflection is a part of this learning space. When they once learned how to do this once, they will do it easier the next time whenever you do a project. Then they can use their skills, uhm their skills everywhere.

Okay, thank you. Do you think the way the classroom looks like has an impact on stress?

Of course. Yes. Now it's sound like I am trying to sell you project work. Because students in that way of working, will decorate the classroom and uh. How can we make our knowledge in a beautiful decoration. We had at the other school a grammar guy, uh, a guy in carbon craft out uhm, and small books in a wooden thing. And the coma and the full stop, question lines, how do you form a sentence and they where all put up on the grammar guy. Something permanent and then uh something that circulates. If we do something about uh songs, or novels uh, what should be saved and what should be put away. We don't throw anything out, but you can't hang everything up on the wall.

I read an article about how hygge can help in the classroom. You think this is correct?

There are many interesting ideas about that. UHhm that thing. I don't thing any teacher would disagree with that. Point is that the physical surrounding limit the extend to wich you can do things. This school is build a long time ago, and what you want in the classroom now is not the building adapted to that. We need to have bigger classrooms. Also uh to have uh the possibility to have couches and other sort of chairs; if I read a good book i don't sit straight. There are many situations where a good reads needs another piece of furniture then the traditional school chair. But we are not able to have it all the time because we don't have the space for it.

So your pupils always sit on normal chairs?

Yeah, unfortunately. And it's not good for them.

When you teach, do they have to sit on the chair?

They can move. They can sit everywhere, at least with me yeah. But uh another thing I try to do uh, I try to redecorate the walls a bit. Because all the white walls, we are not with the doctor or uh I don't know. It needs to be a bit nice. It's difficult to find the right balance, of hu uh how much you should decorate the walls, because uh especially small kids, if there's to much it will distract the kids.

Do you do some exercises or breaks to relax the students?

I do brain breaks. Uh also they uh, we can find out that we go out and they do things. But I'm also a person that believe that games or breaks should be directed and controlled all the time. Uh in my opinion, uh kids, even teenagers should find

their own way of moving, playing, whatever. But uh it is important that they move. Uh boys will do that at their own, and uh playing football. But girls are sometimes less active and also they need to move.

I have the feeling students have a lot of freedom here in Denmark, is that correct?

Yes it is kinda correct. They also uh for example when we start a project uh. They can choose between different activities and say what they think is interesting as well. Uhm yes; they have say. Because basically, it should be fun to go to school. It should be fun. As a teacher you are here to make it fun. It is your prime task to be able to transfer the subject into something fun without missing the knowledge. Uhm yeh, they should enter the school with a smile. Uh ha, I know it's very ambitious but yes. That's the prime task for me. Uhm and you know what if you don't now anymore. You go back to when you were young and you pick a thing that you found totally boring. And uh, if you don't know what the meaning was for this. Uhm uhm If I can not argue and define the importance of why a student should learn that, say English grammar, then I have a job one to sort out what should I tell this student about the importance and how can I design a project that are fun. Because then they remember.

Yes, I have a few more questions. Do you think nature can help, to go outside or bring nature in?

Oh yeah, yeah, oh yeah, sure. Yes.

Do you have done that?

Uh I haven't uh I have, uh I haven't been here for so many months but I have done a lot of outdoor things. For example a gaming in the woods, they collect pieces of branches in the woods and make game.

You think students who get grades, from 7th grade,

Not yet, from 8th grade here.

Yes do you think they are more stressed?

Uhm difficult question. I uh uhm. I uhh. Way back I believed strongly in grades. If you ask me today I would say no, I do not believe in grades. But that's not the same thing as I don't believe in evaluating. Certain achieved goals, uhh, but you don't have to have a grade, specific figure, or letter or uh anything. Because a figure does also not tell how skilled you are uhm yeah. For example the skills you need during project work. Later you go in a company, you need to work together. Uhm a number does not tell you how skilled you are. Uhm. Yeah it's just easier and cheaper to give grades. Uh yeah. That's why I love google and apples way of hiring people. They don't want to see anyone curriculum. They don't want to see the grades, they believe in the skills. They do an interview or practical test, solve a problem uhm yes. It will be arrive here in Denmark. The requirements are different. I think uh I think it brings stress the grades yeah. I believe in evaluating, but I don't think we have find the right way yet. But I don't believe in the figures.

I also read about pyt in schools in an article, you use that in class?

Pyt, yes, It doesn't matter. Pyt, yeah doesn't really matter. We can get along with it, no big deal. Depending on wich task I have I use it as well in class. If the focus is not spelling then pyt on the spelling, because focus was on the content. Uhm yes. Not that it doesn't matter but when does it matter and how does it matter.

I have one more question, do you have morningsang in the school?

Here we don't anymore in the school, because yes. But we can do it in our own class. Uh it's a good way to start the day in the class, uh you can do a lot of things. You can also go on youtube, its not authentic or so but yeah. It's good to start your day, yeah it could also be a good morning story. When you see it works for that class, uh u yes, make it for a routine then for the class. Yes. Don't drop something if it's a success. Why other try it, it will stress them if you take it away when they like it, uh yes. So just keep it, try to make your own classroom management. Uh be patient it takes time. So yes stay on. Make program on the board so that students can see what they are gonna do. Yes. Uh yeah but don't put a clock on. It will stress, maybe for us it only cost ten minutes but for them it might.

What if the children are not working then because they have time?

It's your job to see. Maybe see who works well together, and uh who don't then separate them. It's not always so easy from a kids view. Uhm yeah

Thank you

I know I make it a lot more difficult to teach now. But its so exciting and so fun and work with kids and youngsters. You can really learn many many interesting things.

You want something else you want to add or say about the stress or what you want to say?

I hope your BA paper will be a success, uh I hope, Uh I think it's a very interesting subject you're writing about. And uh I hope it will give you afterwards so many different experiences that you can bring into your way of being a teacher of in any other field. Because teaching, communicating and stress goes together. I would like that many teachers find a way to organize the things so that students are less stressed. Yeah that should be my concluding.

Thank you very much. For me it's very interesting to have this opportunity exactly. Thank you for your time.

4B – analyse interview Andersen, E.H.

Legende:

Number of stressed students
Stress in the classroom
Cause of stress
Notice stress
Danish education system
Danish classroom
Stress solutions: talking
Stress solutions: hygge (nature, we-feeling, decorate room, ...)
Stress solutions: breaks and exercises
Stress solutions: moving
Stress solutions: relax corner
Stress solutions: grades
Stress solutions: feedback
Stress solutions: pyt
Stress solutions: morningsong
Relationship and other solutions stress
Effectively working about stress in school or class
Teaching experience
Niet relevant voor bachelorproef

Nr.	Label	Fragment
1	Teaching experience	I have 6 graders, uh and a seven eight and 9 th graders. The subjects for my teaching is history English Danish and science.
2	Experience stress (age 10-12)	yeah too much. I would say uh of a group of 25 students, 60% maybe.
3	How notice stress	I see it in uh the lack of uh ability to uh focus on learning, on their learning skills, lack off taking the time to fulfill an assignment. Everything is very rushy uh it's very superficial uh and uh hard, hardly, will hardly be able to uh be are learning that you can carry on for the next class you will enter. X You think they have a hard time to focus?

		<p>Yeah too many there are too many things that uh distract them from uh the main points.</p> <p>X You think the distraction causes the stress? Or what do you mean?</p> <p>No I think the stress they have causes the distraction, the opposite way around.</p>
4	Causes stress	<p>Uhhh yes, confusing family structures. I believe very much in the energy that you have from your home. Uhhh It's defines the way your are able to enter the classroom.</p> <p>Yes oh yes did. Uh That's inside the classroom. You have uh different pupils. So you have different things that cause the stress.</p> <p>X Do you have an example?</p> <p>You can have a leaders uhhuh but not only among boys, but also among girls. And uh they will without really knowing it, be viewed by certain pupils as role models for certain activities. Not only school activities, but also the others. If one of these role models experience a bad or uh negative morning. That will bring a lot of turbulence into the classroom.</p>
5	Working with students about stress in school or class	<p>Uh well, I tried to do it uhm, by learning the pupils another way of working. Uhm I am very project orientated in my learning. And uhm not that project learning in itself will minimalize stress but the way to approach that learning process is different. Because the tasks are more complicated to solve and that means that you will experience a uh more flexible time setting, but also you will as a pupil, student, uh, see or hopefully experience that uhm in the working process you will have the time will do as the teacher/coach, will be able to hold on to the idea of uh that uh the important thing for making a good presentation or whatever it might be, lies in uh taking the time. Make a good research, make a good selection of things you want to investigate with your teammates, in the whole how you manage to work in a team. Hopefully they get less stressful. But there's no guarantee. That's my way. The surroundings, also have an impact on the stress so yeah uhhh. Yes.</p>
6	Talking with the whole class	<p>Uhm, no. That's one of the advantages of project work. I can take those people who are in a conflict out and have a get together around the issues. With is a lot better uh for the students. Because I have the time to get things sorted if I can. A conflict in my class will always start, from me asking them to see if they can solve the problem themselves. I am not gonna be the problem solver. Because I am not suppose to sit in the team. I am their coach. I can make sure that problem won't happen again within that team. That's why it's important for them to find out the way themselves, but that depends on how mature children are.</p>
7	Hygge – we-feeling	<p>Of course it is. Uhh but uhh the way to facilitate that feeling can be very very difficult. But also very very exciting for both ends. When I was a class teacher in another school in the 5th grade, before I was headhunted, uhm yeah haha, my main goal was to get together the class socially, and uh also having a high level of uhm of skills in the subjects, primarily things.</p>
8	Knowledge or feeling good?	<p>Good question. I've been teaching for 20 years and from the start i was that's sort of teacher, I would say uh old school teacher. Who would say that uh the ability work and understand comprehend a subject would be number one. But that's not the case anymore. I left that idea many years ago. And I think it is a turn around. I don't believe you can learn anything unless you uh you have a good life. And you are rooted in yourself uh I think that's number one.</p>

9	Hygge – we-feeling	So if you would ask me how I would get that we-feeling. Uh I started out to make a number of tasks, social, with a bit of Danish. That ability to enter a relationship, understand those within relationships, respect differences, respect different sorts of creativity and skills. And when you match them something fantastic can occur. And so it did.
10	Teacher = guide	I would like to give this good one liner to you, uh. I was in a conference once in America. Uhm and there was an American guy. And he said, I realized later that day that I had been practicing in my class like that for many years but ok, he put it this way. I can not teach students anything, but I can guide them how to think. And if you look deeper into that line, for me that's the essence of our uhm work. To learn them how to think, to learn them how to be critical, to learn them how to research, uh to learn them how to be able to present anything without any script or whatever but in a free way, not improvised without having the bases in order.
11	Self-reflection	I think self-reflection is a part of this learning space. When they once learned how to do this once, they will do it easier the next time whenever you do a project. Then they can use their skills, uhm their skills everywhere.
12	Classroom and stress	Of course. Yes. Now it's sound like I am trying to sell you project work. Because students in that way of working, will decorate the classroom and uh. How can we make our knowledge in a beautiful decoration. We had at the other school a grammar guy, uh, a guy in carbon craft out uhm, and small books in a wooden thing. And the coma and the full stop, question lines, how do you form a sentence and they where all put up on the grammar guy. Something permanent and then uh something that circulates. If we do something about uh songs, or novels uh, what should be saved and what should be put away. We don't throw anything out, but you can't hang everything up on the wall.
13	Hygge	There are many interesting ideas about that. UHhm that thing. I don't thing any teacher would disagree with that. Point is that the physical surrounding limit the extend to wich you can do things. This school is build a long time ago, and what you want in the classroom now is not the building adapted to that. We need to have bigger classrooms. Also uh to have uh the possibility to have couches and other sort of chairs; if I read a good book i don't sit straight. There are many situations where a good reads needs another piece of furniture then the traditional school chair. But we are not able to have it all the time because we don't have the space for it. X So your pupils always sit on normal chairs? Yeah, unfortunately. And it's not good for them.
14	Moving in class	They can move. They can sit everywhere, at least with me yeah. But uh another thing I try to do uh, I try to redecorate the walls a bit. Because all the white walls, we are not with the doctor or uh I don't know. It needs to be a bit nice. It's difficult to find the right balance, of hu uh how much you should decorate the walls, because uh especially small kids, if there's to much it will distract the kids.
15	Breaks and exercises	I do brain breaks. Uh also they uh, we can find out that we go out and they do things. But I'm also a person that believe that games or breaks should be directed and controlled all the time. Uh in my opinion, uh kids, even teenagers should find their own way of moving, playing, whatever. But uh it is important that they move. Uh boys will do that at their own,

		and uh playing football. But girls are sometimes less active and also they need to move.
16	Freedom of the students	Yes it is kinda correct. They also uh for example when we start a project uh. They can choose between different activities and say what they think is interesting as well. Uhm yes; they have say. Because basically, it should be fun to go to school. It should be fun. As a teacher you are here to make it fun. It is your prime task to be able to transfer the subject into something fun without missing the knowledge. Uhm yeh, they should enter the school with a smile. Uh ha, I know it's very ambitious but yes. That's the prime task for me. Uhm and you know what if you don't now anymore. You go back to when you were young and you pick a thing that you found totally boring. And uh, if you don't know what the meaning was for this. Uhm uhm If I can not argue and define the importance of why a student should learn that, say English grammar, then I have a job one to sort out what should I tell this student about the importance and how can I design a project that are fun. Because then they remember.
17	Nature	Oh yeah, yeah, oh yeah, sure. Yes. Uh I haven't uh I have, uh I haven't been here for so many months but I have done a lot of outdoor things. For example a gaming in the woods, they collect pieces of branches in the woods and make game.
18	Grades	Uhm difficult question. I uh uhm. I uhh. Way back I believed strongly in grades. If you ask me today I would say no, I do not believe in grades. But that's not the same thing as I don't believe in evaluating. Certain achieved goals, uhh, but you don't have to have a grade, specific figure, or letter or uh anything. Because a figure does also not tell how skilled you are uhm yeah. For example the skills you need during project work. Later you go in a company, you need to work together. Uhm a number does not tell you how skilled you are. Uhm. Yeah it's just easier and cheaper to give grades. Uh yeah. That's why I love google and apples way of hiring people. They don't want to see anyone curriculum. They don't want to see the grades, they believe in the skills. They do an interview or practical test, solve a problem uhm yes. It will be arrive here in Denmark. The requirements are different. I think uh I think it brings stress the grades yeah. I believe in evaluating, but I don't think we have find the right way yet. But I don't believe in the figures.
19	Pyt	Pyt, yes, It doesn't matter. Pyt, yeah doesn't really matter. We can get along with it, no big deal. Depending on wich task I have I use it as well in class. If the focus is not spelling then pyt on the spelling, because focus was on the content. Uhm yes. Not that it doesn't matter but when does it matter and how does it matter.
20	Morningsong	Here we don't anymore in the school, because yes. But we can do it in our own class. Uh it's a good way to start the day in the class, uh you can do a lot of things. You can also go on youtube, its not authentic or so but yeah. It's good to start your day, yeah it could also be a good morning story. When you see it works for that class, uh u yes, make it for a routine then for the class. Yes. Don't drop something if it's a success. Why other try it, it will stress them if you take it away when they like it, uh yes. So just keep it, try to make your own classroom management. Uh be patient it takes time. So yes stay on. Make program on the board so that students can see what they are gonna do. Yes. Uh yeah but don't put a clock on. It will stress, maybe for us it only cost ten minutes but for them it might.

5A – interview Høy, P.

My name is Isa and I'm writing my bachelor paper about children with stress in 5th and 6th grade (age 10-12). Because I'm looking for solutions in Denmark I'm very grateful to talk with you.

Name: **Høy P.**

Gender: woman

School in district Vangede – Function: 4th grade class teacher, Danish, PI, art in 6th grade, support teacher

Teachers education: Danish – art - pedagogue for special needs children

How many years do you teach?

I've been a teacher for 5 years now.

Do you think students age 10-12 experience a lot of stress in Denmark?

Yes, I think so. Uhm I think it's mainly because they have to fit in everywhere. In different kinds of social moments. They're going to football, to school, they have friends everywhere, ... They have a lot of going on and they have to fit in everywhere. And all this social media, uhm I think it's a cool and good thing but it's also a stress moment for the kids, hmm because they have to fit in everywhere. Because this mobile, they look at it all the time. And all the text messages. Instagram, facebook whatever. They have a lot of in the head. They don't relax, the brain it's on going and going all the time. When they're at home, they have to relax, they're just sitting on the social media. So I think they're stressed.

How many students are there in a class in the 6th grade?

20 students.

From the 20 students, how many you think that are dealing with stress that you notice at school?

It's a difficult question. I think maybe 2, or 3. Uhm I also think it's very important to have the communication between their parents and me. Uhm, because uh for example for a couple of weeks ago. I think Anna, from the class, she was just doing fine and she was happy and then I got a mail from the mother and she was writing that Anna was sad and she had any friends in the class. She didn't wanna go to school. And I didn't see that. I can't see it? In every class she is having fun, she is smiling, she is playing with all the girls. And apparently that's a façade. So that's important that the parents also write to me if they see anything at home or if the kids is telling something at home so I can react at school.

The parent know that they can contact you?

Yes in the beginning of the year we have a parent meeting. And then they know its common here that we write to each other all the time, too much. But it is also important so now, of course, I have a focus on anna. An extra focus into saying hey how are you today? It's important that I know something is wrong with Anna, because I couldn't see it. That's why it's difficult to say how many, because I can see two, maybe there is five. The culture in the class, the environment its important when you talk about stress because they're very relaxed in my class, feeling safe to say what they want, but if you just go into the neighbour you can ask a questions and a lot of them would sit I am afraid to say that because maybe they would tease me when we're in the break. I think that's a stressed moment. uhm Because omg I am not telling that omg no. So, so I think it's important really to have focus on the culture in the class, so they have a free room they know when we are here, we have a good time, we support each other, uhm, feel safe. Because then you're just in 6/7hours a day, omg what am I thinking, what should I do, and this in their small heads. All this we 're talking about has nothing to do with Danish, English, maths, it's just because I actually think its most important thing is to teach how to relax in the class, and be aware of each other. If you see a friend that's not very happy, go over to him, ask are you oke? Uhm all these things I think that's most important thing to talk about stress.

How do you see that?

Uhhh, well. I choose as a teacher to use time to my priorities is to choose to talk about all this stress. I don't use the word stress but I think it's important to use some time to talk about all the social media, how do you behave in different kind of situations, how do you talk to each other. Because they have this schedule from the morning until they go to bed.

Ding ding ding, they have to go to so many things so I don't think they have the time that it takes to think about what to do in all this situations. My priorities in school is to talk about it.

Do you talk about it before anyone has any signals of stress or afterwards?

Both, because I hope that I can stop some of the stress if I talk about it before it happens. So also I think. I told the class today, if anyone, anybody could use a break right now, because they're done in the head, we have been going for I don't know 50 minutes, so I said, if you need a small break for your brain you can take it. It's your decision, feel what you need and then you can go out and take a break. If I hadn't said that maybe ten minutes later "uuurghgg" they had been slavered or I don't know, something. I see what they need and hopefully before they need it so they can keep going.

How do you see when pupils are stressed out? What do they do?

Uhm, that's very different from child to child. And the again I think it's important that you know your kids in school, you know your students. Because uh, one uh boy from the class I know he's sitting like this, and his eyes is everywhere and he can't focus at all and his parents they are going through a divorce, he has a lot in the head. And he is sitting hu. And then there is a girl, she is normal and she is talking a lot and then she might just be quit, then I have to say are you okay talk to me is there anything, then she can open up, and like it's a stone from the heart 'oh thank you'. And then I can have a break or then I can do the things you say I should do. And uh but there is a lot of going on in the kid's heads. It's just important that you listen to all these things. Also that they can concentrate on things in the school. And also think it's a good thing I am here in the school. They should think that.

So you talk individually to them, do you also talk with the whole class together and do you think it's important?

I think its most important to talk to all together because then they listen to what I think they all should do or they all hear what I am saying so they all know what I am thinking about and they know what I am, and also listen to each other. Sometimes I am just saying: say to your student beside you, just talk to each other, what have you been doing this weekend? Or what is difficult in life right now, I say that right now, then they can get it out of there system. Because I can't listen to 20 kids every day. But I do it some time of the day. I talk to or if you sad, are you okay? And then I can take it on the whole class, tell your friend beside what's difficult in life right now. When they're done, are there anybody that would like to tell what do you think is difficult right now? And that could be small things, big things, that could be anything and in my class they're very, not safe, they feel safe in their class so they can tell their opinion and say what they are thinking and what they are feeling. And that's important because if you're afraid if someone would bully you then they can't tell about it and they can't say it. And that's another thing in the head. They have so much in the head. It's important to make room in the class so that they can tell what they're all about.

Do you talk with the students about the subject stress?

No, we haven't talk about it as a subject.

Why not?

I don't know why I haven't talk about it as a subject. I just think that all the situations they can be in. I am just talking with the children when it comes. I don't call it stress because a lot of people, especially in Denmark, will say "oh I am stressed". No you're not stressed, you just have a lot of work. Yeah, so be it. You're not stressed stressed. I don't want the children to go out, oh I'm stressed. No you're not, you just got a lot on your head. Talk to me or we can find out what to do.

So you think talking really helps, do you have room in your class for self-reflection?

Yes there is. They have to feel what they need instead of, you have to do this this this. OKey trrrddrdr. Because then the brain is. Not in the temper.

You adapted your plans for the lesson based on the needs of the children?

yes, I stop and take a break. And I often ask the children. What do you think about this. Is that a good thing for you to sit here, or do you want to sit outside. You have to make what I say, you have to do what I say. But If you want to lie on the floor and read, then do it. You have to feel is this good for me. Because if I say, no you can't lie here, you have this sit here and you have to read. Okay, they don't work, the brain uh is not working as good as it could work. They have a lot of

freedom within my borders. I have of course some goals. You have to do these four things, I don't know. But if you lie on the floor, you can sit two and talk together, you can sit alone over in the corner, as long as you are doing this. Also; sometimes I have to say you work together. That's the goal. But if meaning is that they have to work together, of course I am not saying, yes you can sit over there, because you are learning teamwork.

Mostly you talk about stress, is there something else you do to relief stress?

Uh, I tell a lot of jokes. Seriously, I think it's important to laugh. We all have some adrenaline in our body and when we are laughing. You do something about this adrenaline, it's going out and do something with your brain so if we laugh together, we have something first of all. Together. That's important, uh But also your body, your smile is doing something. So 'okey ja, it's nice this.' And that I think takes a lot of the stress; that they have a good day, and we are laughing together. I also tell a lot about my family at home. I have two kids and a husband. My son is 7 years old and he comes over here and every second month, I think just to be with the class and they love him, and he loves coming to the class. Uhm And I have a daughter she is, she is three years old, and she is saying a lot of fun things right now, and I tell that to the class. And that's also yeah, then they know me, I tell something about my life, they know me, so they feel safe to tell me something about their life. It's an investment I gave and then when they go to 7th grade, they get grades. And I think my assignment, my job is them to teach them how to relax and deal with all the small problems, uhm not math and Danish, and all this kindness and all that. And then they come to 7th and they have all the grades, they have all the other things under control; so if they have a grade, yeah okay that's fine because I can behave in all other situations. So they also have all this. So I think it's important to teach them early how to behave and relax and be kind to each other. All this so they take all. Yeah, in different steps. All at once we can't do it, ofcourse.

Does the school do something about stress or relaxing?

No not from the school. But we different kinds of teachers talking about yoga for example. And doing small yoga exercises in class. And you can say as a teacher 'today or tomorrow we want to do yoga the next hour'. As a student can you also ask for it. I can see on Tuesday we can do yoga or something. We don't have any on the schedule.

Do you have an example of an exercise?

There was a couple of months ago I put on some slow music and then I turned off all the lights, it was totally dark. Uhm, and then they have to think for next ten minutes, they have to think about what they're thinking about. I should not say what they should think about; just what are you thinking the next ten minutes. And nobody should talk, and totally dark, we have -, they could lie on the floor, they could do whatever, just totally silence for the next ten minutes. And then of course the focus was to relax and stress out and all of this. Uh, also we talked a whole hour afterwards. I think, 12 or 13 students would like to tell what they were thinking about. Because then they suddenly have ten minutes of time just to think because the students don't have that. Because if they have ten minutes, if you are waiting on the bus or if you're coming home on the sofa, any kids if they have ten minutes, they're sitting like this (taking her phone and showing it), with their phone, or tablet or, so they don't have this ten minutes a day, uhm unless the teacher or mom or dad says now you have ten minutes.

How often do you do this kind of exercise?

Once a month, I think. And they love it. I think they think it's so nice just to relax and let all the thoughts, they have so many in the head, and then ten minutes pfff, oh I was thinking about jgfeiluhvlhsj. It's important, I can feel that it's important. If there was someone saying that was fine, can we go outside? Okay fine. But they love it and they love to tell about it. Then I make time for it.

Do you have the time to do all of that and then learn everything they need to learn?

No, haha

So how do you do it?

I would say that the other class, if you look at all the tests we are taking how do they read, and all that. The other class would be better than my class. I don't care, because they are arguing, not nice to each other, they're not saying good morning, They are more stressed, they are hitting each other. I would prefer this much more. And you can't do it all on the same time. And I think it's more important to make these kids into some wonderful children.

Do they good enough then to go to the next grade?

We don't have test at all that they have to pass to go to the next grade. They automatically go to the next year.

What about student for example who aren't good at all in Danish and pass?

They might get easier exercises; we have some other teachers who come in and help. We also have some kids from other countries and of course they're not as good in Danish as the others. So, there is a teacher who can sit with them and teach them. Uhhh but uhhh but I also think that, if you are safe and you feel good then you learn more. Then you learn quicker and you are ready to learn. Maybe this class is a bit slower in writing and reading, but not that slow, we are just fine. And because they 'oh okay I am not that good in writing; can you please help me'. They can say that in the class, because they feel relaxed to say that.

What do you think in the classroom causes stress? Why do they have stress you think?

I think that's very difficult to say, I think that's very different from class to class, from because I also think if you have a teacher who very loves test and you have to be good at reading at all this then the student can be stressed because she says you are not good enough, I am trying I am trying. And then there is someone like me, and uh, of course there are some test, of course they have to learn to write and read but that's not my first priority. Uhm, so, I think its most important that they feel good, they have a good day, and not have any stress because I know there is stress at home, I know they are stressed at dancing class after school and social media and all that stuff. And I just, I really want the kids to come over here, come over to my class and have a good day. I really want to give that to the kids. And also the gym, they are going to bath after the gym all together with me, boys separated from girls, but also all this, we have to look at each other see we're different, we look different. And that's okay but if you don't see each other naked we don't see that we are different. And then you just see naked people on the screen, because there is tones of that nowadays, and they just see the perfect. Uhhh and that's also stress in the head; that's also a thing that is important. It's just a small thing but it's a big thing for the kids.

Do you think the system in Denmark, because mostly you have three years the same teacher in the class, do you think it helps the class environment ?

Yes I think it's very important. Uhm because they have to be; uh; safe is not the word. But uhm the kids they come over to me and say I am having a bad day or I am sad today. But they didn't do it the first half year for example, because who is she. So it's very important to have this relationship with the kids.

Do you think they are less stressed because of this and because they know each other?

Yes, very.

What about moving and nature, do you think that is important in class?

I think we are moving all the time. Uhm, we just have some and don't know what you call it. Some numbers painted on the playground outside. Uhhh so we can go out with the kids so we can do some learning and playing. For example, outside we also have some uhmmmm, letters outside also. But I think we are a lot outside and we also have a lake down here. So we really take them outside.

You think children are more relaxed when they go outside?

Yes, also now it's hot today. Also we have the class on the floor is very hot. Haha, so maybe there is just half an hour and then I say o my god it's hot take 5 minutes, get some air to the brain open the windows and then you will be ready again because it's hot. They are also biking a lot here in Denmark and going outside; they might bike to school or to dancing or football or somewhere. So then they're outside also.

Do you think hygge can help against stress?

Yes, I definitely think so, very much. The English word of hygge it doesn't exist. But it's how to feel good, it's a good thing, we calm down and laughing and we feel good.

Do you integrate the concept of hygge in your classroom?

Yes, I think so.

How do you do that?

With the jokes, making them feel safe, also I am not always just standing up in front of the board, sometimes I am sitting on the table or like this, what do you call it, I am sitting in a really comfortable position (show how she sits). And I am just because this is just have a good day and the we can feel something Danish maths whatever. But that's also 'huuge'. Not to be sitting and listening straight and not moving all the time. They have to do both. They have to learn how to be quiet, sit down write, they have to learn that of course. But it's also important to learn the other side. You have to teamwork outside in the woods or something. They also have to teach that.

How can you see hygge in the classroom?

Uhm... You can put up the posters and put them down. But don't, uhm I mean if you have painted flowers and everything that would be totally a mess in my head. If you have to put posters all over the wall, that would be too much also, and then again, a stress moment. Uhm I think it stresses the students out. I have put posters up for what we are doing right now, look at the posters tututudd, and then we move on to something else we can take it down, or you can look over here. It has to be uhm, uhm I am looking up the word. Uhm, (silence) it's has to be clear, obvious. It has to be clear for the kids, what we are doing, where should they look. Because there are stressed so if they're posters everywhere and rules everywhere and they're just sitting in a room with no calm then it's too much.

Is there a place where students can go to relax/ destress?

Actually no, we have over at first, second and third grade. All the small children. They have sofa's and all this hygge. Where they can relax and lie like this (show) maybe some teddy bears and blankets. Yeah, but we don't really have it from fourth to nine.

Is there a reason, why not?

Uhm I think there is not enough room, we don't know where to put it maybe. Yeh, because actually that's a priority. Also I bought uhhh, in Ikea, I have bought ohhh, some some some, some mats. (looking up the word) I didn't know this word. So they could lie on the floor and then relax, hygge, all that to set comfort. It would be nice to have a small corner in the room. I also bought two small lamps, so they also can have that feeling of I am relaxing, I am at home. It's a small thing that helps. The light really helps, also the light from outside.

You talked about a we-feeling, is there another way you make this feeling?

I let people help out in the class, also get some computers I gave my keys all the time, they know it's the one on the other side of the corner. They know it. Just take my keys, ooh yeah I. know wich one. I also said mostly B., a boy from the class he is not very good at Danish, he comes from a place in Africa and he has been living in Denmark only three years. Just the way he behaves all this Danish, so he is fun and sweet and a nice boy then I often say to him would you please get some computers, or paper, 'oh yeah I can do that'. He is feeling important part of the class. It's really about creating a we-feeling. That's my focus in a lot of things, that we are a class, you 're not just one students. Because your students make who you are. We make eachother good if you talk nicely if you look at eachother you ask are you okay? All this so you just cant say I am just me. No, your friend is helping you to be the person you are. That's why we are a we.

Do you think the we-feeling helps for the stress?

Yes, because I think also all this stress is also a sign of being lonely. I think so. And if you're lonely you are competing yourself and looking at others. Why am I not oer there or, and all this stress there are so many thoughts. And if we are we, you always have something and someone to go to. And that's an important feeling for the kids. I am not lonely, they like me. I have some friends, I's okey.

I have a fun game that I make once a year and they love it. They all get a paper and some tape. And put the paper on the back. They have something to write and they have to go around with eachother and they have to write one positive word to each other. And that's not you're good at football. That's not a positive word. You have pretty hair, no. Its not the looks. Its not what we can do on the football lane. Its how are you as a person. You're kind, helpful, you think of others, all this. I cant say the words in English, but you now what I mean.

Yes I know what you mean.

And its anonymous, so they are not writing there name, so love from Matthias, they don't do that, so just they write kindness or helpful or yeah.

Do they all participate?

Yes, the rule is also that you have to write on everybody. They know that they should do it and the rules and everything. And then I say you have to sit down when theyre done. And take the paper of and put it on the other side so it's a blank paper. And theyre just looking forward to look to the paper and then I say three to one look. And their turning around its just 20 positive words about themselves. I often do it on Friday because then I know its gonna be a good weekend for them. 20 positive words about how they are as a friend. And then some of the kids sais oh I would lie this in my draw, because if I sometimes feel lonely I could just watch the paper and then I know I would always have some friends in the class. And I said, exactly you always have some friends; Look at this, you're nice, you're kind. Again, it's a small thing but it's very big.

And how are they motivated? Because they don't have grades?

They just want to do well. I hope so. They feel good, and uhmm I hope I make fun stuff at school. SO they want to be there and say oh this is nice. Also say some task is boring and I cant do fun stuff all the time. And I also say that to them so when they say, now this maybe boring its gonna be boring I know, its just half anhour, we will do fun stuff tomorrow, so they say yeah okay lets do this. So yeah. I am telling a lot to the children, I am telling a lot what we are doing and why we are doing it and also know maybe its borig, ja oka, because if I hadn't told themthey would be like 'omg its borig why am I doing this'. But if I say ye it might be boring but you have to do it because this this and this. Yes okey just half anhour, then they know.

Do they your students have homework?

It's not a rule we have its different from teacher to teacher. I give some homework. But I always give them time over here in school to make them. So that's a possibility. And if they choose not to make the homework at school and to something else, Danish things. They have to do it at home. But then again its their choose. Everytime all the students from my class they make their homework everytime. I think its because you can do it here, I am here, or you make it at home. Because they have the choice. And they appreciate that choice, so they want to do their homework also for me. That's also because thte relationship is good, They yhink its always nice that Høy P. gives us that opportunity so ofcourse I will make my homework. So they also know if they don't do it that I will just say you have to do it now. They know that, that's not fun.

Does something happen when they don't make it?

I will write to the parents an dthen the next time its just maybe if they forgot it 3 timesi would do something. But nobody forget it. It never happened I think but when they don't make their homework I will ask why they didn't make it It depends on the situation. Hy haven't you done homework, whats the reason. If the children say I don't care, then I would say what? What is going on? But often its also tired, we've been n vacation or something. Okay there's an explanation. I think it depends again you have to listen to the student. Why haven't you made this homework. What the reason, can I help you in any way that you can do it for next time. Because actually I have one from the class, Felix. He has some periods his life isgoing like this (shows) up and down, when he is down he cant make hiomework. He is not ficussed? And that's not because he don't want to make it. Its because he cant. Its because his brain is down. So I don't think I can make it as, say that its uhhh, uhmm how do I say this word, demand? Criteria? I cant say that to him. I can say that to the others; Criteria that you make homework. But I cant say that to him. Because he would fail all the time. And that's not wat I want. And then I can make a special uhm something with him. Just make the half. And I often write to the parents, they're homework for next week, coud you please sit with tjhme and they write back ofcourse. Communicating with the parents.

Uhu, ok. Do you sing in the morning?

No we don't have that here but I miss it, in my old school we had it once a week. On a Monday morning. And we sing

together and then again you make a we, instead of an I. I think that should be nice at this school.

Do you think it helps the student to start their day with singing?

Yes I think they're more relaxed, less stressed. Also we have in my class at Friday morning from 8 to 8.20, they have silent hour we call it. They're sitting with their books or small exercises, totally silence.

Why do you do that?

Because they wanted it. I asked them. We have it every morning from 8-8.30 in 1, 2 and third grade. To have a good and calm start of the day. And then from fourth grade it's suddenly gone. And after a month I could sense the kids I've been doing this and hahlzef. SO I was asking them would you like this a couple times of the week, yes they said. So again I am taking 20 minutes of my time, of the learning time. But again on the long lane or what you call it its an investment. We could have the rest of the time they're focused. Instead of starting at 8 oclock and take breaks all the time.

Students don't have grades until the 7th or 8th grade, do you think that has an effect on stress?

Yeah, I think because many kids when they have these grades, oh I am a seven. No you are not a seven. You have made an assignment and that's a seven You are not a seven. But its difficult to say to the children. Oh you failed, omg, so yeh, that's not a healthy environment at the school I think.

How do you evaluate then?

They get feedback, we just had yesterday I gave them feedback on an assignment that they have made and I write down and then all the class is sitting and working with someone and then one at a time comes up to me and then have feedback face to face. And as I also told them yesterday, everybody has, I gave them positive feedback and everybody, I gave them 'negative' something to work on. Everytime;

Is it on the content of the subject or also about behaviour In the class?

This was just an assignment. So on the content. Uhm, but uhm I think everyday from the day starts I really trying to teach them how to behave. Just when I go in and if nobody said goodmorning to me. I am just looking at them and say 'goodmorning P. . I am saying, then they look at me and saying oh goodmorning P., oh thank you goodmorning. Just to lower each other and say goodmorning all these small things.

How doe the feedback form look like?

Its different from task to task. That depends on the assignment or yes, I think its important to sit face to face, and give feedback personal.

One more question, when does the school end for 6th graders?

It's starts at 8 and uhm ends at 3, sometimes 2 as well. 2 or 3, it depends.

Do you notice any difference between a longer day?

Yeah, we know that they're clear in the head before lunch, and we know after lunch (mhege, it's a bit difficult. And the we planned how to teach. After, like are we having student before lunch or after lunch; especially in the small classes from 1 to 2 and 2 en 3. They are done

Do you have something you wanna ad?

No, yes, I think this telephone and social media. I think as a school we have a big job. Because the parents they are not always so good at working with us, and we have some rules; and wann set some rules. And then the parent say 'no why, they have to call me". Or 'they have to have their new phone beause I am calling my children once a day. Or something. I thik no. We have some rules here.

They cant have their phone in the class?

No they have to lay out in the closets. But students are nit doing it everyday . So bipbibi down at their schoolbags. "maybe its my mom" they're saying. Again, stress moment, get away with the phones. So we can look at eachother.

Do you have any resources?

Actually no

That's no problem I thought I would ask.

Thank you very much for your time.

5B – analyse interview Høy, P.

Legende:

Stress in the classroom
Cause of stress
Notice stress
Danish education system
Danish classroom
Stress solutions: talking
Stress solutions: hygge (nature, we-feeling, decorate room, feeling good...)
Stress solutions: breaks and exercises
Stress solutions: moving
Stress solutions: relax corner
Stress solutions: grades
Stress solutions: feedback
Stress solutions: morningsong
Relationship and other solutions stress
Effectively working about stress in school or class
Teaching experience
Niet relevant voor bachelorproef

Nr.	Label	Fragment
1	Teaching experience	I've been a teacher for 5 years now.
2	Experience stress (age 10-12)	Yes, I think so. Uhm
3	Causes stress	Uhm I think it's mainly because they have to fit in everywhere. In different kinds of social moments. They're going to football, to school, they have friends everywhere, ... They have a lot of going on and they have to fit in everywhere. And all this social media,uhmmmm I think it's a cool and good thing but its also a stress moment for the kids, hmm because they have to fit in everywhere. Because this mobile, they look at it all the time. And all the text messages. Instagram, facebook whatever. They have a lot of in the head. They don't relax, the brain it's on going and going all the time. When they're at home, they have to relax, they're just sitting on the social media. So I think they're stressed.
4	How many experience stress	From the 20 students. It's a difficult question. I think maybe 2, or 3. Uhm I also think it's very important to have the communication between their parents and me. Uhm, because uh for example for a couple of weeks ago. I think Anna, from the class, she was just doing fine and she was happy and then I got a mail from the mother and she was writing that Anna was sad and she had any friends in the class. She didn't wanna go to school. And I didn't see that. I can't see it? In every class she is having fun, she is smiling, she is playing with all the girls. And apparently that's a façade.

5	Communication parents	<p>So that's important that the parents also write to me if they see anything at home or if the kids is telling something at home so I can react at school. Yes in the beginning of the year we have a parent meeting. And then they know its common here that we write to each other all the time, too much. But it is also important so now, of course, I have a focus on anna. An extra focus into saying hey how are you today? It's important that I know something is wrong with Anna, because I couldn't see it. That's why it's difficult to say how many, because I can see two, maybe there is five. The culture in the class, the environment its important when you talk about stress because they're very relaxed in my class, feeling safe to say what they want, but if you just go into the neighbour you can ask a questions and a lot of them would sit I am afraid to say that because maybe they would tease me when we're in the break. I think that's a stressed moment. Uhm Because omg I am not telling that omg no. So, so I think it's important really to have focus on the culture in the class, so they have a free room they know when we are here, we have a good time, we support each other, uhm, feel safe. Because then you're just in 6/7hours a day, omg what am I thinking, what should I do, and this in their small heads. All this we 're talking about has nothing to do with Danish, English, maths, it's just because I actually think its most important thing is to teach how to relax in the class, and be aware of each other. If you see a friend that's not very happy, go over to him, ask are you oke? Uhm all these things I think that's most important thing to talk about stress.</p>
6	Talking	<p>Uhhh, well. I choose as a teacher to use time to my priorities is to choose to talk about all this stress. I don't use the word stress but I think it's important to use some time to talk about all the social media, how do you behave in different kind of situations, how do you talk to each other. Because they have this schedule from the morning until they go to bed. Ding ding ding, they have to go to so many things so I don't think they have the time that it takes to think about what to do in all this situations. My priorities in school is to talk about it. Both, because I hope that I can stop some of the stress if I talk about it before it happens. So also I think. I told the class today, if anyone, anybody could use a break right now, because they're done in the head, we have been going for I don't know 50 minutes, so I said, if you need a small break for your brain you can take it. It's your decision, feel what you need and then you can go out and take a break. If I hadn't said that maybe ten minutes later "uurghgg" they had been slavered or I don't know, something. I see what they need and hopefully before they need it so they can keep going.</p>
7	How notice stress	<p>Uhm, that's very different from child to child. And the again I think it's important that you now your kids in school, you know your students. Because uh, one uh boy from the class I know he's sitting like this, and his eyes is everywhere and he can't focus at all and his parents they are going through a divorce, he has a lot in the head. And he is sitting hu. And then there is a girl, she is normal and she is talking a lot and then she might just be quit, then I have to say are you okay talk to me is there anything, then she can open up, and like it's a stone from the heart 'oh thank you'. And then I can have a break or then I can do the things you say I should do. And uh but there is a lot of going on in the kid's heads. It's just important that you listen to all these things. Also that they can concentrate on things in the</p>

		school. And also think it's a good thing I am here in the school. They should think that.
8	Talking in group	I think its most important to talk to all together because then they listen to what I think they all should do or they all hear what I am saying so they all know what I am thinking about and they know what I am, and also listen to each other. Sometimes I am just saying: say to your student beside you, just talk to each other, what have you been doing this weekend? Or what is difficult in life right now, I say that right now, then they can get it out of there system. Because I can't listen to 20 kids every day. But I do it some time of the day. I talk to or if you sad, are you okay? And then I can take it on the whole class, tell your friend beside what's difficult in life right now. When they're done, are there anybody that would like to tell what do you think is difficult right now? And that could be small things, big things, that could be anything and in my class they're very, not safe, they feel safe in their class so they can tell their opinion and say what they are thinking and what they are feeling. And that's important because if you're afraid if someone would bully you then they can't tell about it and they can't say it. And that's another thing in the head. They have so much in the head. It's important to make room in the class so that they can tell what they're all about.
9	Talking about stress as a subject	No, we haven't talk about it as a subject. I don't know why I haven't talk about it as a subject. I just think that all the situations they can be in. I am just talking with the children when it comes. I don't call it stress because a lot of people, especially in Denmark, will say "oh I am stressed". No you're not stressed, you just have a lot of work. Yeah, so be it. You're not stressed stressed. I don't want the children to go out, oh I'm stressed. No you're not, you just got a lot on your head. Talk to me or we can find out what to do.
10	Self-reflection in class	Yes there is. They have to feel what they need instead of, you have to do this this this. OKey trrrdrdr. Because then the brain is. Not in the temper.
11	Lesson based on the needs of the children	yes, I stop and take a break. And I often ask the children. What do you think about this. Is that a good thing for you to sit here, or do you want to sit outside. You have to make what I say, you have to do what I say. But if you want to lie on the floor and read, then do it. You have to feel is this good for me. Because if I say, no you can't lie here, you have this sit here and you have to read. Okay, they don't work, the brain uh is not working as good as it could work. They have a lot of freedom within my borders. I have of coure some goals. You have to do this four things, I don't know. But if you lie on the floor, you can sit two and talk together, you can sit alone over in the corner, as long as you are doing this. Also; sometimes I have to say you work together. That's the goal. But if meaning is that they have to work together, of course I am not saying, yes you can sit over there, because you are learning teamwork.
12	Solution stress	Uh, I tell a lot of jokes. Seriously, I think it's important to laugh. We all have some adrenaline in our body and when we are laughing. You do something about this adrenaline, its going out and do something with your brain so if we laugh together, we have something first of all. Together. That's important, uh But also your body, your smile is doing something. So 'okey ja, it's nice this.' And that I think takes a lot of the stress; that they have a good day, and we are laughing together. I also tell a lot about my family at home. I have two kids and a husband. My son is 7 years old and he comes over here and every second month, I think just to be with the class and they love him, and he loves coming to the class. Uhm And I have a daughter she is, she is three years old, and she is saying a lot of fun things right now, and I tell that

		to the class. And that's also yeah, then they know me, I tell something about my life, they know me, so they feel safe to tell me something about their life. It's an investment I gave and then when they go to 7th grade, they get grades. And I think my assignment, my job is them to teach them how to relax and deal with all the small problems, uhm not math and Danish, and all this kindness and all that. And then they come to 7th and they have all the grades, they have all the other things under control; so if they have a grade, yeah okay that's fine because I can behave in all other situations. So they also have all this. So I think its important to teach them early how to behave and relax and be kind to each other. All this so they take all. Yeah, in different steps. All at once we can't do it, ofcourse.
13	Yoga	No not from the school. But we different kinds of teachers talking about yoga for example. And doing small yoga exercises in class. And you can say as a teacher 'today or tomorrow we want to do yoga the next hour'. As a student can you also ask for it. I can see on Tuesday we can do yoga or something. We don't have any on the schedule.
14	Yoga exercise	There was a couple of months ago I put on some slow music and then I turned off all the lights, it was totally dark. Uhm, and then they have to think for next ten minutes, they have to think about what they're thinking about. I should not say what they should think about; just what are you thinking the next ten minutes. And nobody should talk, and totally dark, we have -, they could lie on the floor, they could do whatever, just totally silence for the next ten minutes. And then of course the focus was to relax and stress out and all of this. Uh, also we talked a whole hour afterwards. I think, 12 or 13 students would like to tell what they were thinking about. Because then they suddenly have ten minutes of time just to think because the students don't have that. Because if they have ten minutes, if you are waiting on the bus or if you're coming home on the sofa, any kids if they have ten minutes, they're sitting like this (taking her phone and showing it), with their phone, or tablet or, so they don't have this ten minutes a day, uhm unless the teacher or mom or dad says now you have ten minutes. Once a month, I think. And they love it. I think they think it's so nice just to relax and let all the thoughts, they have so many in the head, and then ten minutes pfff, oh I was thinking about jgfeiluhvlhsj. It's important, I can feel that its important. If there was someone saying that was fine, can we go outside? Okay fine. But they love it and they love to tell about it. Then I make time for it.
15	Autimatically to the next grade	I would say that the other class, if you look at all the tests we are taking how do they read, and all that. The other class would be better than my class. I don't care, because they are arguing, not nice to each other, they're not saying good morning, They are more stressed, they are hitting each other. I would prefer this much more. And you can't do it all on the same time. And I think it's more important to make these kids into some wonderful children. We don't have test at all that they have to pass to go to the next grade. They automatically go to the next year.
16	Feeling safe	They might get easier exercises; we have some other teachers who come in and help. We also have some kids from other countries and of course they're not as good in Danish as the others. So, there is a teacher who can sit with them and teach them. Uhhh but uhhh but I also think that, if you are safe and you feel good then you learn more. Then you learn quicker and you are ready to learn. Maybe this class is a bit slower in writing and reading, but not that slow, we are just fine. And because they 'oh okay I am

		not that good in writing; can you please help me'. They can say that in the class, because they feel relaxed to say that.
17	Causes stress	I think that's very difficult to say, I think that's very different from class to class, from because I also think if you have a teacher who very loves test and you have to be good at reading at all this then the student can be stressed because she says you are not good enough, I am trying I am trying. And then there is someone like me, and uh, of course there are some test, of course they have to learn to write and read but that's not my first priority. Uhm, so, I think its most important that they feel good, they have a good day, and not have any stress because I know there is stress at home, I know they are stressed at dancing class after school and social media and all that stuff. And I just, I really want the kids to come over here, come over to my class and have a good day. I really want to give that to the kids. And also the gym, they are going to bath after the gym all together with me, boys separated from girls, but also all this, we have to look at each other see we're different, we look different. And that's okay but if you don't see each other naked we don't see that we are different. And then you just see naked people on the screen, because there is tones of that nowadays, and they just see the perfect. Uhhh and that's also stress in the head; that's also a thing that is important. It's just a small thing but it's a big thing for the kids.
18	Three years same class teacher	Yes I think it's very important. Uhm because they have to be; uh; safe is not the word. But uhm the kids they come over to me and say I am having a bad day or I am sad today. But they didn't do it the first half year for example, because who is she. So it's very important to have this relationship with the kids. X Do you think they are less stressed because of this and because they know each other? Yes, very.
19	Moving and nature	I think we are moving all the time. Uhm, we just have some and don't know what you call it. Some numbers painted on the playground outside. Uhhh so we can go out with the kids so we can do some learning and playing. For example, outside we also have some uhmmmm, letters outside also. But I think we are a lot outside and we also have a lake down here. So we really take them outside. Yes, also now it's hot today. Also we have the class on the floor is very hot. Haha, so maybe there is just half an hour and then I say o my god it's hot take 5 minutes, get some air to the brain open the windows and then you will be ready again because it's hot. They are also biking a lot here in Denmark and going outside; they might bike to school or to dancing or football or somewhere. So then they're outside also.
20	Hygge	Yes, I definitely think so, very much. The English word of hygge it doesn't exist. But it's how to feel good, it's a good thing, we calm down and laughing and we feel good.
21	Hygge in the classroom	Yes, I think so. With the jokes, making them feel safe, also I am not always just standing up in front of the board, sometimes I am sitting on the table or like this, what do you call it, I am sitting in a really comfortable position (show how she sits). And I am just because this is just have a good day and the we can feel something Danish maths whatever. But that's also 'huuge'. Not to be sitting and listening straight and not moving all the time. They have to do both. They have to learn how to be quiet, sit down write, they have to learn that of course. But it's also important to learn the other side. You have to teamwork outside in the woods or something. They also have to teach that.

22	Hygge class – looks of a classroom	<p>Uhm, ... You can put up the posters and put them down. But don't, uhm I mean if you have painted flowers and everything that would be totally a mess in my head. If you have to put posters all over the wall, that would be too much also, and then again, a stress moment. Uhm I think it stresses the students out. I have put posters up for what we are doing right now, look at the posters tututudd, and then we move on to something else we can take it down, or you can look over here. It has to clear, obvious. It has to be clear for the kids, what we are doing, where should they look. Because there are stressed so if they're posters everywhere and rules everywhere and they're just sitting in a room with no calm then it's too much.</p>
23	Relax place	<p>Actually no, we have over at first, second and third grade. All the small children. They have sofa's and all this hygge. Where they can relax and lie like this (show) maybe some teddy bears and blankets. Yeah, but we don't really have it from fourth to nine.</p> <p>X Is there a reason, why not?</p> <p>Uhm I think there is not enough room, we don't know where to put it maybe. Yeh, because actually that's a priority. Also I bought uhhh, in Ikea, I have bought ohhh, some some some, some mats. (looking up the word) I didn't know this word. So they could lie on the floor and then relax, hygge, all that to set comfort. It would be nice to have a small corner in the room. I also bought two small lamps, so they also can have that feeling of I am relaxing, I am at home. It's a small thing that helps. The light really helps, also the light from outside.</p>
24	We-feeling	<p>I let people help out in the class, also get some computers I gave my keys all the time, they know it's the one on the other side of the corner. They know it. Just take my keys, ooh yeah I. know which one. I also said mostly B., a boy from the class he is not very good at Danish, he comes from a place in Africa and he has been living in Denmark only three years. Just the way he behaves all this Danish, so he is fun and sweet and a nice boy then I often say to him would you please get some computers, or paper, 'oh yeah I can do that'. He is feeling important part of the class. It's really about creating a we- feeling. That's my focus in a lot of things, that we are a class, you 're not just one students. Because your students make who you are. We make each other good if you talk nicely if you look at each other you ask are you okay? All this so you just cant say I am just me. No, your friend is helping you to be the person you are. That's why we are a we.</p>
25	We-feeling and stress	<p>Yes, because I think also all this stress is also a sign of being lonely. I think so. And if you're lonely you are competing yourself and looking at others. Why am I not or there or, and all this stress there are so many thoughts. And if we are we, you always have something and someone to go to. And that's an important feeling for the kids. I am not lonely, they like me. I have some friends, I's okey.</p> <p>I have a fun game that I make once a year and they love it. They all get a paper and some tape. And put the paper on the back. They have something to write and they have to go around with eachother and they have to write one positive word to each other. And that's not you're good at football. That's not a positive word. You have pretty hair, no. It's not the looks. It's not what we can do on the football lane. It's how are you as a person. You're kind, helpful, you think of others, all this. I can't say the words in English, but you know what I mean.</p> <p>And its anonymous, so they are not writing their name, so love from Matthias, they don't do that, so just they write kindness or helpful or yeah.</p> <p>X Do they all participate?</p>

		<p>Yes, the rule is also that you have to write on everybody. They know that they should do it and the rules and everything. And then I say you have to sit down when they're done. And take the paper of and put it on the other side so it's a blank paper. And they're just looking forward to look to the paper and then I say three to one look. And their turning around its just 20 positive words about themselves. I often do it on Friday because then I know its gonna be a good weekend for them. 20 positive words about how they are as a friend. And then some of the kids said oh I would lie this in my draw, because if I sometimes feel lonely, I could just watch the paper and then I know I would always have some friends in the class. And I said, exactly you always have some friends; Look at this, you're nice, you're kind. Again, it's a small thing but it's very big.</p>
26	Motivating	<p>They just want to do well. I hope so. They feel good, and uhhh I hope I make fun stuff at school. So they want to be there and say oh this is nice. Also say some task is boring and I can't do fun stuff all the time. And I also say that to them so when they say, now this maybe boring its gonna be boring I know, its just half an hour, we will do fun stuff tomorrow, so they say yeah okay lets do this. So yeah. I am telling a lot to the children, I am telling a lot what we are doing and why we are doing it and also know maybe its boring, ja oka, because if I hadn't told them they would be like 'omg its boring why am I doing this'. But if I say ye it might be boring but you have to do it because this this and this. Yes okey just half an hour, then they know.</p>
27	Homework	<p>It's not a rule we have its different from teacher to teacher. I give some homework. But I always give them time over here in school to make them. So that's a possibility. And if they choose not to make the homework at school and to something else, Danish things. They have to do it at home. But then again it's their choose. Every time all the students from my class they make their homework every time. I think it's because you can do it here, I am here, or you make it at home. Because they have the choice. And they appreciate that choice, so they want to do their homework also for me. That's also because the relationship is good, They think it's always nice that P. gives us that opportunity so of course I will make my homework. So they also know if they don't do it that I will just say you have to do it now. They know that, that's not fun.</p> <p>X Does something happen when they don't make it?</p> <p>I will write to the parents and then the next time it's just maybe if they forgot it 3 times would do something. But nobody forget it. It never happened I think but when they don't make their homework I will ask why they didn't make it It depends on the situation. Hy haven't you done homework, what's the reason. If the children say I don't care, then I would say what? What is going on? But often its also tired, we've been n vacation or something. Okay there's an explanation. I think it depends again you have to listen to the student. Why haven't you made this homework. What the reason, can I help you in any way that you can do it for next time. Because actually I have one from the class, Felix. He has some periods his life is going like this (shows) up and down, when he is down he cant make homework. He is not focussed? And that's not because he don't want to make it. Its because he cant. Its because his brain is down. So I don't think I can make it as, say that its uhhh, uhhh how do I say this word, demand? Criteria? I cant say that to him. I can say that to the others; Criteria that you make homework. But I cant say that to him. Because he would fail all the time. And that's not wat I want. And then I can make a special uhm something</p>

		with him. Just make the half. And I often write to the parents, they're homework for next week, could you please sit with time and they write back of course. Communicating with the parents.
28	Morningsong	No we don't have that here but I miss it, in my old school we had it once a week. On a Monday morning. And we sing together and then again you make a we, instead of an I. I think that should be nice at this school. Yes I think they're more relaxed, less stressed
29	Exercise: silent hour	Also we have in my class at Friday morning from 8 to 8.20, they have silent hour we call it. They're sitting with their books or small exercises, totally silence. X Why do you do that? Because they wanted it. I asked them. We have it every morning from 8-8.30 in 1, 2 and third grade. To have a good and calm start of the day. And then from fourth grade it's suddenly gone. And after a month I could sense the kids I've been doing this and hahlzef. So I was asking them would you like this a couple times of the week, yes they said. So again I am taking 20 minutes of my time, of the learning time. But again on the long lane or what you call it its an investment. We could have the rest of the time they're focused. Instead of starting at 8 o'clock and take breaks all the time.
30	Grades	Yeah, I think because many kids when they have these grades, oh I am a seven. No you are not a seven. You have made an assignment and that's a seven You are not a seven. But its difficult to say to the children. Oh you failed, omg, so yeh, that's not a healthy environment at the school I think.
31	Evaluate	They get feedback, we just had yesterday I gave them feedback on an assignment that they have made and I write down and then all the class is sitting and working with someone and then one at a time comes up to me and then have feedback face to face. And as I also told them yesterday, everybody has, I gave them positive feedback and everybody, I gave them 'negative' something to work on. Every time; X Is it on the content of the subject or also about behaviour in the class? This was just an assignment. So on the content. Uhm, but uhm I think every day from the day starts I really trying to teach them how to behave. Just when I go in and if nobody said good morning to me. I am just looking at them and say 'good morning P.'. I am saying, then they look at me and saying oh good morning P., oh thank you good morning. Just to lower each other and say good morning all these small things. X How does the feedback form look like? It's different from task to task. That depends on the assignment or yes, I think its important to sit face to face, and give feedback personal.
32	School day in 6 th grade	It's starts at 8 and uhm ends at 3, sometimes 2 as well. 2 or 3, it depends. X Do you notice any difference between a longer day? Yeah, we know that they're clear in the head before lunch, and we know after lunch (mhege, it's a bit difficult. And the we planned how to teach. After, like are we having student before lunch or after lunch; especially in the small classes from 1 to 2 and 2 en 3. They are done
33	Telephone and social media	No, yes, I think this telephone and social media. I think as a school we have a big job. Because the parents they are not always so good at working with us, and we have some rules; and wanna set some rules. And then the parent say 'no why, they have to call me". Or 'they have to have their new phone

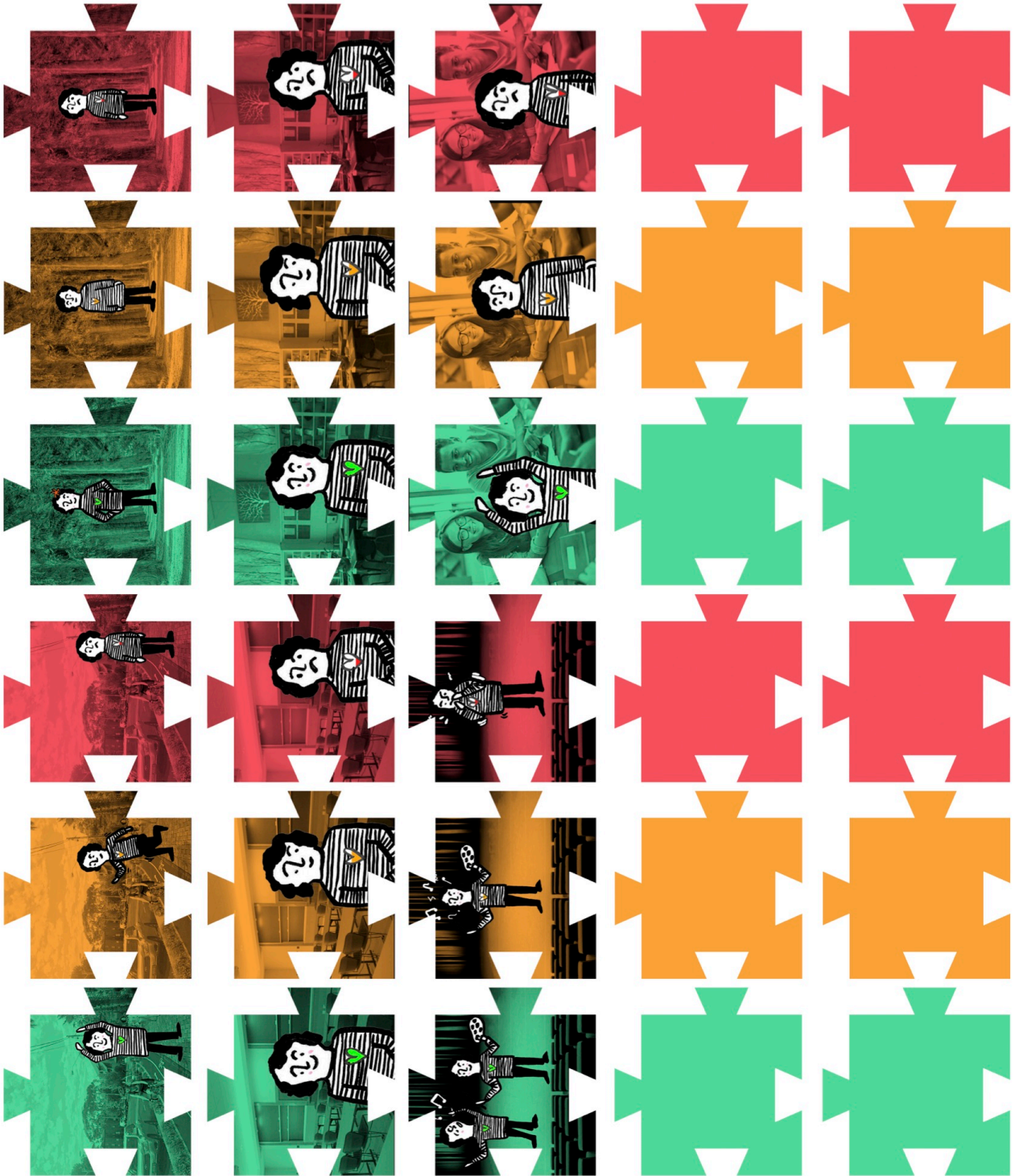
		<p>because I am calling my children once a day. Or something. I think no. We have some rules here.</p> <p>X They can't have their phone in the class?</p> <p>No they have to lay out in the closets. But students are not doing it every day . So bibbibpi down at their schoolbags. "maybe it's my mom" they're saying. Again, stress moment, get away with the phones. So we can look at eachother.</p>
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Bijlage 4: Product

1. Puzzelstukken









2. Boekje voor leerkracht

ON.nad
CAMPUS SINT-NIKLAAS

STRESSSLEESBI HYGGE IN DE KLAS

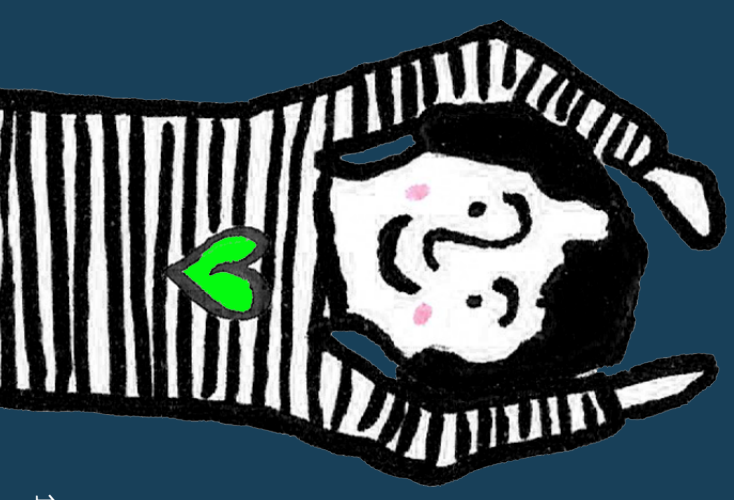
ISA VERBEEK X BACHELOR LAGER ONDERWIJS 2018 - 2019 X ODISEE SINT-NIKLAAS
PROMOTOR - SOETKIN VERVAET X COPROMOTOR - JONATAN DE GEEST



INTRODUCTIE

Uit onderzoek bij meer dan 80 Vlaamse leerkrachten blijkt dat meer dan 30 procent van de leerlingen in de 3e graad last hebben van stress. Aan de basis van deze stress liggen verschillende oorzaken. Om de stress aan te pakken heb ik inspiratie opgedaan in Denemarken. In dit boekje volgen enkele tips om met stress om te gaan op school of in de klas.

Isa Verbeek



Inhoudsopgave

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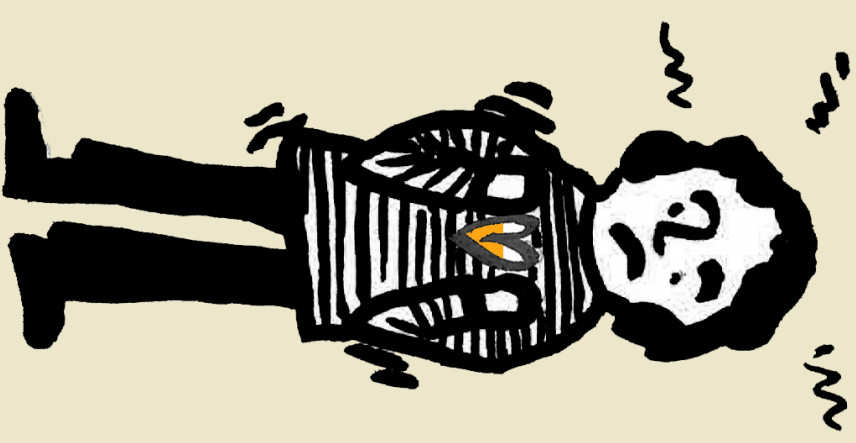


STRESS

Stress is een vorm van spanning die ons alert maakt. Het is een reactie van ons lichaam op prikkels, situaties en omstandigheden. Stress kan positief of negatief zijn. Wanneer stress positief is, werkt deze bevorderend. Hierbij kan je helder denken. Dit in tegenstelling tot negatieve stress, die blokkerend werkt en waarbij verschillende stressklachten kunnen ontstaan.

Stress heeft verschillende oorzaken. Wat ons stress geeft en hoeveel is persoonlijk. Enkele oorzaken zijn afwijzing, conflicten, gepest worden, prestatiedruk...

Stress uit zich op verschillende manieren zoals lichamenlijk en emotioneel. Er kunnen allerlei negatieve gevolgen zijn van stress: buikpijn, hoofdpijn, concentratieproblemen, slaapproblemen...



Bij negatieve stress is de draaglast groter dan de draagkracht.

Je kan de draagkracht van een persoon vergelijken met een batterij. Iedereen, elk kind, heeft een batterij. Deze batterij is persoonlijk en verschilt van mens tot mens. Een gebeurtenis kan je batterij opladen of ontladen. Een positieve gebeurtenis, bijvoorbeeld sporten, geeft energie en laadt de batterij op. Negatieve ervaringen, bijvoorbeeld een ruzie, roven energie. De batterij verliest haar lading. Afhankelijk van de gebeurtenis is het verlies aan energie groter. Het is mogelijk dat de batterij volledig leeg is en alle energie volledig opgebruikt is. Dit kan je merken aan verschillende zaken (zie gevolgen). Sommigen hebben een grotere batterij, waardoor die minder snel leeg is dan bij anderen.

Afhankelijk van de interesses van het kind kan je de batterij ook vervangen door bijvoorbeeld een emmer, brug, rugzak, vliegtuig, auto...

Voorbeeld rugzak: positieve gebeurtenissen zorgen voor het verminderen van het gewicht van de rugzak.

Negatieve gebeurtenissen maken de rugzak zo zwaar dat hij nog moeilijk te dragen is.



De stresspuzzel

De stresspuzzel bestaat uit losse puzzelstukken die allemaal in elkaar passen. Verschillende dagdagelijkse situaties worden weergegeven op **rode**, **oranje** en **groene** puzzelstukken. Rode puzzelstukken geven stressmomenten aan, oranje puzzelstukken matige stress en groene puzzelstukken verwijzen naar ontspannen momenten. Als extra zijn er enkele **lege** groene, oranje en rode puzzelstukken. Hier kunnen leerlingen zelf nog iets toevoegen dat zij belangrijk vinden.

De leerlingen maken met de puzzelstukken hun eigen puzzel. Dit kan dagelijks, wekelijks of maandelijks zijn. Eens de leerlingen gewoon zijn met de puzzel te werken, duurt het 5 minuten om even te reflecteren over hun dagelijkse activiteiten. Het is ook mogelijk om (bijvoorbeeld bij de zorg) individueel met de puzzel te werken.

In één oogopslag kan je als leerkracht zien welke leerlingen een meer rode, oranje of groene puzzel hebben en wat de oorzaken van de stress zijn. Op deze manier worden de leerlingen zich bewust hoe stress een impact heeft in hun leefwereld. Zo is het ook voor leerlingen die moeilijk uit hun woorden komen gemakkelijk om zich te uiten.

Naast het feit dat de puzzel aangeeft wanneer de leerling stress ervaart, is het puzzelen op zich ook een stress verlagende activiteit.

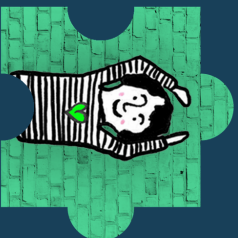
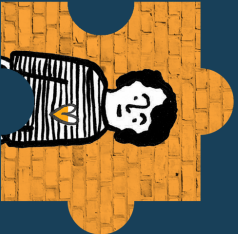
Als extra activiteit kunnen leerlingen, indien gewenst, iets vertellen over hun puzzel aan hun buur of de rest van de klas. Een andere mogelijkheid is te reflecteren over een bepaald onderwerp in de klas
Bijvoorbeeld: 'Hoe vond jij deze muzo-les?' - Leerlingen leggen het groen, oranje of rood muzo-kaartje voor zich.

Rode puzzelstukken geven **grote** stressmomenten bij leerlingen aan. De batterij van het mannetje, het hartje, is bijna leeg. Oranje puzzelstukken geven **matige** stressmomenten bij leerlingen aan. De batterij van het mannetje, het hartje, is halfvol. Groene puzzelstukken geven **ontspannen** momenten bij leerlingen aan. De batterij van het mannetje, het hartje, is vol.

Hieronder vind je de puzzelstukken per onderwerp. Het onderwerp wordt telkens kort gekaderd, het kan ook zijn dat een leerling zelf een invulling maakt bij het puzzelstuk. Bij elk onderwerp wordt verwezen naar een hoofdstuk in het boekje waar specifieke suggesties voor oplossingen te vinden zijn.



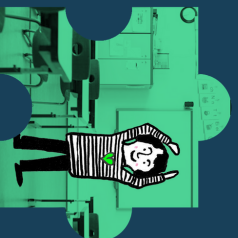
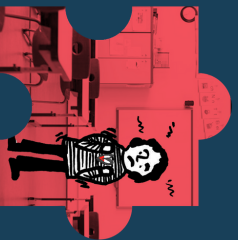
MIJN KLAS: hoeveel stress ervaart de leerling in de klascontext?
HF 1 - 2



IK VOEL MIJ...?: wat is het algemeen gevoel van de leerling?
HF 1



SLAPEN: hoe is de nachtrust van de leerling?
HF 3



PRESENTATIES: hoeveel stress heeft de leerling om te presenteren in de klas?
HF 3



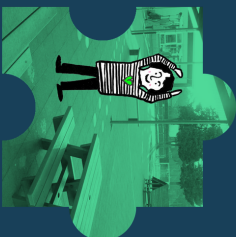
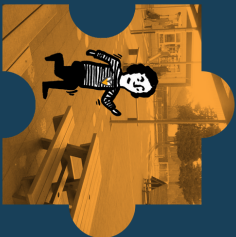
TOETSEN EN TAKEN: hoeveel stress ervaart de leerling bij toetsen en taken?
HF 3 - 7



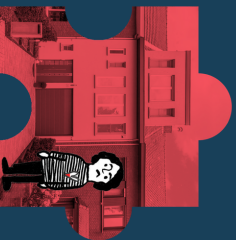
HUISWERK : hoeveel stress ervaart de leerling bij huiswerk?
HF 3 - 7



GELUID EN LAWAAI : hoe gevoelig is de leerling aan lawaai?
HF 3 - 4



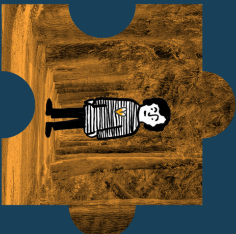
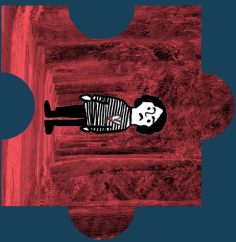
SPEELTIJD : hoe ervaart de leerling de speeltijden?
HF 4



VRIENDEN EN FAMILIE : voelt de leerling zich goed en ondersteund door vrienden en familie?
HF 4



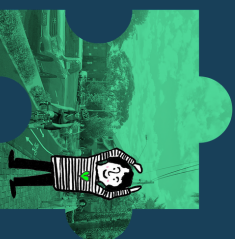
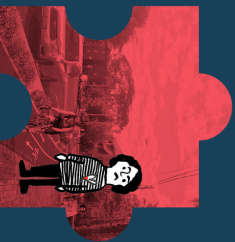
GROEPSWERK : hoe ervaart de leerling groepswerk?
HF 4



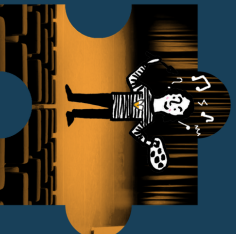
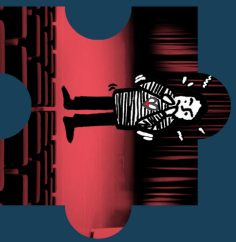
NATUUR EN BUTTEN : is de leerling regelmatig buiten?
HF 2



BEWEGEN OP EN BUTTEN SCHOOL : sport de leerling voldoende?
HF 3 - 5 - 6



ONDERWEG NAAR... : ervaart de leerling stress bij
verplaatsingen bijvoorbeeld naar en van school?



MUZISCHE VAKKEN : hoe ervaart de leerling lessen muzo?

HYGGE

Hygge (uitgesproken als 'huuge') is afkomstig van een Noors woord wat 'je voldaan voelen' betekent. Hygge is een gevoel van gezelligheid, warmte en samenzijn. Het gaat over welzijn en geluk vinden in kleine dingen van het leven. Het is ontstaan in Denemarken tijdens de koude winterdagen, maar is universeel voor iedereen. Voor kinderen is 'thuis' de ideale hygge-plek.

Hygge kan emotionele voordelen bieden zoals minder depressie en angst, verhoogde gevoelens van zelfwaarde en een verlaging van stress.

Hygge is nederig en simpel. Hygge uit zich in verschillende componenten waaronder atmosfeer en licht, een wij-gevoel, de aanwezigheid in het nu (koppeling mindfulness) en muziek.

In dit boekje lees je meer over hygge en hoe je ermee aan de slag kan gaan in de klas.



Inrichting

De klas is een plaats waar geleerd wordt en waar in optimale omstandigheden kinderen zich goed voelen. Hier volgen **vijf tips** om je klas meer hygge te maken.

1. Zorg voor zoveel mogelijk **natuurlijk licht** in je klas. Zorg hiernaast voor verschillende lichteilanden doorheen de klas. Staarlampen en lichtslingers maken de ruimte gezellig. Tip: LED-lampen kunnen zorgen voor een warm licht, verbruiken minder energie en hebben een langere levensduur.
2. Maak een **gezellige hoek** in de klas waar leerlingen hun batterij kunnen opladen of even tot rust kunnen komen. Deze rusthoek kan een dubbele functie hebben en ook als leeshoek worden gebruikt. Leg enkele kussens, een deken en een tapijt in de hoek of zorg voor comfortabele stoelen of een zetel.
3. Gebruik **kalme kleuren** in de klas. Zo zorgen kleuren als lichtgrijs of lichtblauw voor een rustigere sfeer.



4. Laat de muur **geen overdaad** aan informatie worden waar de leerlingen toch niet naar kijken. Zorg voor enkele posters die je uitlicht en afhankelijk van de gegeven leerstof kunnen veranderen. Rust op de muur zorgt voor rust in de klas.

5. Breng **groen** in de klas! Ook natuur kan rustgevend werken. Ga met je klas naar buiten, of breng de natuur naar binnen. Enkele planten in de klas, houten of vintage meubelen zorgen voor een natuurlijk gevoel.



Knutseltip: maak zelf met je klas een gepersonaliseerde lichtslinger. Je hebt een oude lichtjesslinger en pingpongballetjes nodig. In elk pingpongballetje snij je een gleuf, waarna je het zo over het lampje kan hangen. Elke leerling in de klas kan zijn of haar pingpongbal versieren.



Mindfulness

Mind full?

Mindfulness is een manier van aandacht hebben in het nu. Het kan helpen om kalmer te reageren op problemen en prikkels. Mindfulness vestigt de aandacht op onbewuste emotionele en fysieke reacties op alledaagse zaken, waar normaalgesproken geen aandacht aan gegeven wordt.

Oefenen maar!

Hiernaast volgen zes mindfulness technieken. Probeer dagelijks een mindfulness oefening te doen in de klas. Dit kan voor toetsen of taken, aan het begin van de dag of wanneer jij als leerkracht aanvoelt dat de leerlingen er nood aan hebben.

Wanneer de leerlingen gewend zijn aan de oefeningen, kan een leerling de activiteit leiden. Op deze manier worden leerlingen nog meer betrokken bij de oefeningen en zijn ze zich meer bewust van de impact ervan.

Tip: een hoofdtelefoon met natuurgeluiden, bijvoorbeeld het geluid van de zee of de wind, kan heel rustgevend werken voor bepaalde leerlingen.



Ik ben dankbaar voor...

Neem 5 minuten de tijd om aan iets te denken waarvoor je dankbaar bent vandaag. Hieronder volgen enkele suggesties:

- ♥ Iets dat iemand voor jou heeft gedaan vandaag
- ♥ Iemand in je leven die je apprecieert
- ♥ Een activiteit of hobby waarvoor je dankbaar bent dat je die kan doen
- ♥ Een voorwerp waar je van houdt
- ♥ Iets wat je deed lachen
- ♥ Een deel van je lichaam waar je dankbaar voor bent en waarom
- ♥ Een positieve eigenschap van iemand waar je soms moeilijk mee overeen komt

Zintuigen countdown.

Denk aan...

- ♥ 5 dingen die je kan zien
- ♥ 4 dingen die je kan voelen
- ♥ 3 dingen die je kan horen
- ♥ 2 dingen die je kan ruiken
- ♥ 1 ding dat je kan proeven

Voel je me ademen?

Voor deze oefening werken leerlingen per twee. Ze zitten rechtop, rug tegen rug. Leerlingen ademen in door hun neus en uit door hun mond. Laat leerlingen de ademhaling van hun partner opmerken.

- Is de ademhaling oppervlakkig of diep?
- Traag of snel?
- Voel je de rug van je partner bewegen als hij of zij ademt?

Na een tijdje kan het zijn (of niet) dat de ademhaling van de twee leerlingen synchroniseert. Dit zijn zaken die je kan bespreken om het bewustzijn op de ademhaling te brengen in het huidig moment.

De ster



Spread een hand uit zoals een ster. Gebruik de wijsvinger van je ander hand om de contouren van je ster-hand te voelen.

Adem diep in wanneer je met je vinger naar de top van je duim gaat. Adem uit wanneer je met je vinger tussen de duim en de eerste vinger naar beneden gaat.

Adem nog eens diep in wanneer je naar de top van je eerste vinger gaat. Adem uit wanneer je naar beneden gaat tussen je eerste en tweede vinger.

Herhaal dit totdat je vijf keer traag, diep in en uit hebt geademd.

Hoor je de bel?

Voor deze activiteit heb je iets nodig dat een belgeluid maakt. Begin deze oefening door 3 keer diep in en uit te ademen. De leerlingen sluiten hun ogen als de leraar de bel rinkelt. De activiteit is gedaan wanneer het geluid van de bel volledig is uitgedoofd.

Geef volgende instructies voordat de bel rinkelt:

- Wanneer ik de bel ring, concentreer je dan op het geluid dat je hoort.
- Let op of je het luider in een oor hoort dan het ander.
- Kan je raden waarvan het geluid komt in de klas?
- Hou je ogen dicht tot het geluid volledig is uitgedoofd - wanneer je je gedachten voelt afdwalen breng ze dan terug naar het geluid van de bel.
- Wanneer je je ogen opent blijf je stil, totdat je mijn stem weer hoort.

Hartslag



- Begin deze oefening door drie keer diep te ademen.
- Leerlingen leggen hun vingers of hand op de plaats in hun lichaam waar ze hun hartslag het best voelen.

- aan de zijkant van hun nek, onder de kin
- aan de binnenkant van de nek,
- op hun hart

- Laat de leerlingen hun ogen sluiten en letten op hoe traag of snel hun hart klopt.

• Laat ze nadenken over hoe ze zich voelen op deze moment, en of dit iets te maken zou hebben met hoe traag of snel hun hart slaat.

- Laat de leerlingen 10 keer op en neer springen.
- De leerlingen gaan terug zitten en voelen terug aan hun hartslag. Laat ze verandering opmerken.
- Leerlingen sluiten hun ogen en focussen terug op hun hartslag totdat die terug vertraagd.

Bewegen

Bewegen kan helpen tegen stress. Bewegen verbetert het welzijn van kinderen op verschillende aspecten. Bewegen ondersteunt het zelfbeeld en creëert meer zelfvertrouwen, zelfrespect en het omgaan met emoties. Bovendien voorkomt het pesten, versterkt het relaties en biedt extra motivatie om naar school te gaan. Verder voorkomt bewegen stress, depressie en chronische ziektes op korte en lange termijn.

Onderstaand volgen negen bewegingstussendoortjes die je kan toepassen in de klas!



Been been - klap klap

Leerlingen zitten neer op een stoel of staan recht.

Iedereen klapt twee keer op zijn been, vervolgens twee keer in de handen.

Een leerling start met het zeggen van zijn eigen naam, op hetzelfde moment slaat heel de klas samen twee keer op de benen. Hierna zegt de leerling een naam van een medeleerling, op hetzelfde moment klapt iedereen twee keer in zijn handen.

Wanneer een leerling fout is valt die af of doet hij of zij een kleine sportoefening, bijvoorbeeld 5x op en neer springen.

Voorbeeld:

been been (iedereen klapt) - Isa zegt haar naam: Isa klap klap (iedereen klapt) - Isa zegt een naam bv. Elien

been been (iedereen klapt) - Elien zegt haar naam.

klap klap (iedereen klapt) - Elien zegt een naam: Nico

...

Wanneer je de oefening moeilijker wil maken geef je elke leerling een nummer of een bijnaam.

Eén twee drie

Leerlingen staan per twee over elkaar.

- Ze tellen beurtelings tot drie en beginnen dan opnieuw.

- Vervang het cijfer één door een beweging: bijvoorbeeld in de handen klappen.

- Vervang het cijfer twee door een beweging: bijvoorbeeld stamp met de voet.

- Vervang het cijfer drie door een beweging: bijvoorbeeld hand op het hoofd.

	R1	R2	R3	R4
E:	1	klap	klap	klap
I:	2	2	stamp	stamp
E:	3	3	3	hoofd
I:	1	klap	klap	klap
...

De viking

Eén leerling is de viking. Deze leerling houdt zijn twee vingers op zijn hoofd naar boven gewezen zoals een viking. De leerlingen naast de viking roeien weg van de viking, ze willen vooruit met de boot. Al de rest van de leerlingen doen met hun handen de zee na.

De viking maakt het geluid 'hoe hoe' zolang hij of zij wil. Dan wijst hij met zijn twee vingers op zijn hoofd naar iemand anders. Hij of zij wordt dan de viking en doet 'hoe hoe hoe...'. De twee personen naast hem moeten roeien.

Wanneer een leerling fout is moet hij of zij een oefening doen.

Bijvoorbeeld: vijf maal knieën heffen.

De struisvogel

Alle leerlingen kijken naar de grond.
Samen tellen we tot drie.
Op drie kijkt iedereen op naar één andere leerling van de klas.
Leerlingen die elkaar aankijken moeten een oefening doen.
Bijvoorbeeld: 10 keer springen op één been.
Een andere mogelijkheid is dat leerlingen die elkaar aankijken 'pang' zeggen en afvallen.

Popcorn

Iedereen staat in een kring.
Alle leerlingen zijn maïs in hete olie die moeten poppen.
Wanneer een leerling wil poppen springt hij en roept 'POP'.
Wanneer twee of meerdere maïskorrels tegelijkertijd poppen, moeten deze vijf tellen uit de kring stappen of vijf keer ronddraaien. Nadien komen ze terug in de kring.

Stoel staan

Leerlingen staan naast hun stoel. Zonder iets te zeggen gaat een leerling op de stoel staan. De leerling mag maximum vijf seconden rechtstaan.
Er moeten telkens minstens drie leerlingen rechtstaan op de stoel, en maximum vijf.
Wanneer er te veel of te weinig leerlingen rechtstaan doet heel de klas een sportoefening. Leerlingen kunnen zelf suggesties geven.

Sneeuwballen

Iedereen schrijft een compliment op een stuk kladpapier.
De leerlingen maken een prop van hun papier.
De leerkracht telt af: 3 2 1...
Alle leerlingen gooien hun prop doorheen de klas.
Nadien gaat iedereen op zoek naar een prop papier. Zo krijgt iedereen een compliment.

Wisselen maar!

Elke leerling zit op zijn stoel, zodanig dat hij of zij makkelijk kan rechtstaan. Eén stoel telt niet mee. Deze leerling begint met een stelling 'iedereen met blond haar'. Op dit moment staat 'iedereen met blond haar' op en zoeken ze een ander plaatsje. De persoon die de stelling heeft gezegd gaat ook zo snel mogelijk op een lege plaats zitten.
De leerling die over blijft zegt een nieuwe stelling.
Enkele voorbeelden:
- Iedereen met een blauwe broek
- Iedereen met een bril
- Iedereen met bruine ogen
- ...

Laten we...!

Alle leerlingen wandelen rond in de klas. Eén leerling zegt luidop 'laten we ... (naar het strand gaan)'. Iedereen antwoordt 'ja, laten we dat doen'.
Alle leerlingen doen alsof ze op het strand zijn.
Elke leerling beslist zelf of en wanneer hij of zij iets zegt.
Voorbeelden
- Laten we gaan zwemmen
- Laten we naar de ruimte gaan
- Laten we iets eten
- Laten we doen alsof we dieren zijn
- ...

Wij-gevoel in de klas

De relatie tussen de leerlingen onderling en de leerkracht en leerlingen is erg belangrijk. Hyge kan hierbij helpen, het uit zich namelijk ook in samen zijn - een wij-gevoel. Iedereen in de klas is evenwaardig en neemt deel. Het is geen competitie en taken worden gedeeld.

Verdeling van de taken en iedereen laten meehelpen versterkt dit wij-gevoel. Bijvoorbeeld een takenbord in de klas maakt de taken duidelijk. Leerlingen kunnen helpen met uitdelen, ophalen, opruimen, klaarzetten, de kalender... De leerlingen zelf verantwoordelijkheid geven zorgt voor een beter groepsgevoel.

Hiernaast kan je met de klas (of met de hele school) ochtendzang doen. Begin de dag door samen een lied te zingen. Elke ochtend dezelfde routine geeft rust en muziek vermindert stress. Tip: muziek die voornamelijk helpt ontspannen heeft een trager tempo en een voorspelbare liedstructuur.

Wanneer je als leerkracht niet graag zingt kan een cd, youtube, een ochtendrijm of gedicht een alternatief zijn.



Als laatste volgen enkele hygge activiteiten die dit wij-gevoel versterken.

- Thee pauze: drink gezellig samen met de klas een tasje thee.
- Gezelschapspelletjes uur: speel samen met de klas gezelschapspellen.

- Klastraditie: bijvoorbeeld Wondere Woensdag. Laat leerlingen op een zichtbare plaats in de klas schrijven hoe zij de dag wonderbaarlijk maken.

- Projectmatig werken: start een project op met de klas. Zo werken leerlingen samen naar één doel toe.

- Voeg een spel toe aan de lesinhoud. Zo kunnen quizlet, kahoot of plickers voor een leuke les zorgen waarbij leerlingen in teams kunnen samenwerken.

- Complimenten activiteit: plak bij alle leerlingen een leeg blad op hun rug. Iedereen schrijft bij elke klasgenoot op de rug één positieve eigenschap dat ze leuk vinden aan die persoon.

Bijvoorbeeld:

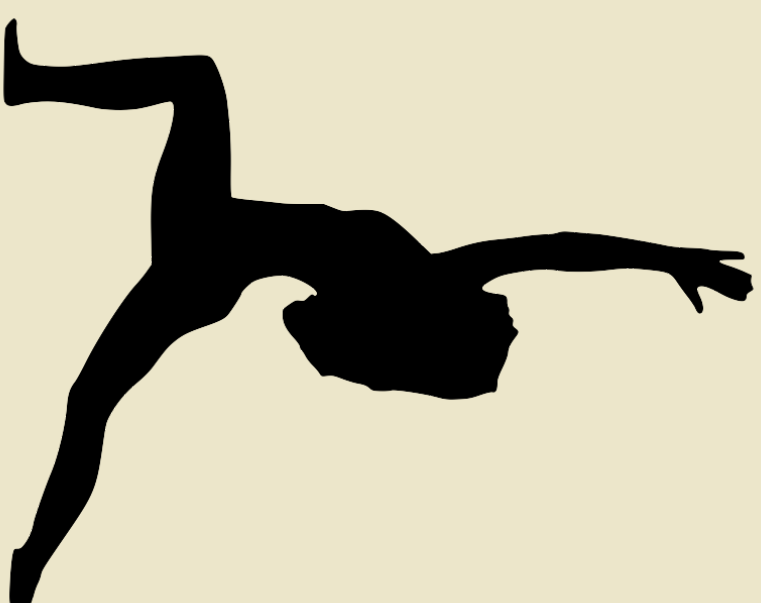
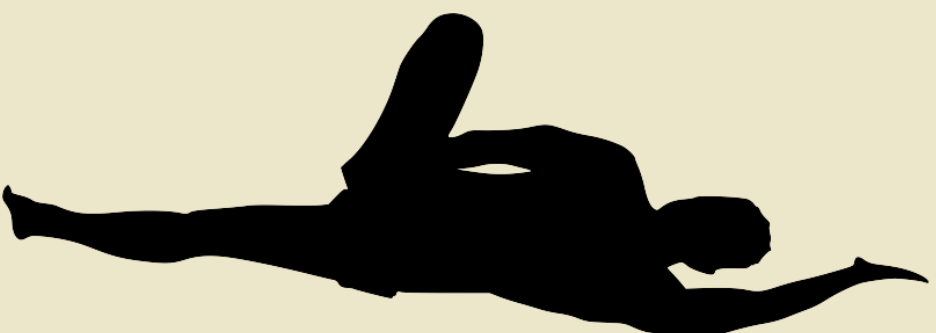
NIET: jij bent leuk, jij hebt mooi haar, ...

WEL: Jij bent hulpvaardig, jij maakt me lachen, ...



Yoga

Op deze pagina vind je vijf yoga poses die je kan doen in de klas. Let erop dat de kinderen rustig ademen en neem voldoende tijd om de oefeningen te doen.



Punten?

Punten zijn een grote oorzaak van stress bij kinderen en jongeren die naar school gaan. Ze voelen de druk van hun leerkracht, thuis of leggen het zichzelf op. Probeer daarom af en toe anders te evalueren in de klas. Hier volgen drie methoden om anders te evalueren in de klas.

Twee sterren, één wens:

- ★ Iets dat de leerling al goed doet.
Bijvoorbeeld: de dt-regel heb je al goed onder de knie.
- ★ Nog iets dat de leerling al goed doet.
Bijvoorbeeld: je begint steeds de zinnen met een hoofdletter, knap!
- ★ Een verbeterpunt.
Bijvoorbeeld: let steeds op komma's en punten in de zin.

Zet duidelijke doelen voorop en toon deze aan de leerlingen. Vink de behaalde doelen aan.

- Bijvoorbeeld: de dt-regel correct hanteren.
- Bijvoorbeeld: hoofdletter schrijven aan het begin van een zin.
- Bijvoorbeeld: komma's op de juiste plaats schrijven in een zin.

Zelfreflectie aan de hand van smileys. Kleur de meest passende smiley.

Ik vind mijn taak

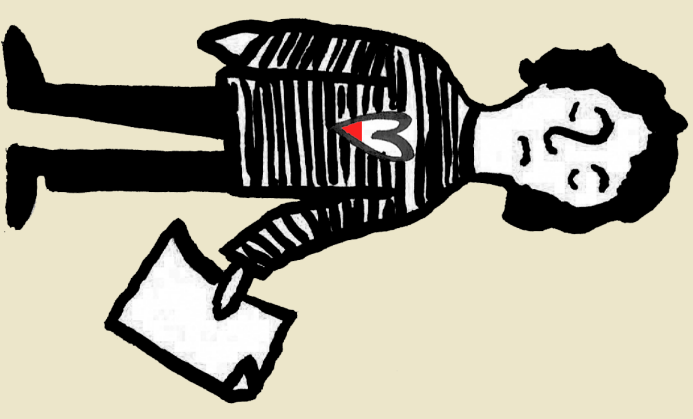


omdat ...

De leerkracht vindt mijn taak



omdat ...



Pyt

Pyt is een Deens woord dat uitgesproken wordt als 'puut'.

Het betekent letterlijk 'maakt niet uit', maar wil veel meer zeggen dan dat.

Het woord 'pyt' helpt Denen om hun focus in het nu te brengen, verder te gaan en dingen los te laten waar ze niets (meer) aan kunnen veranderen, zonder er onnodige energie of frustratie aan te verliezen.

"Ik aanvaard het en ga verder" of "Het is niet het einde van de wereld" zijn twee zinnen die goed aansluiten bij pyt.

De pyt-knop

Leerlingen kunnen op de knop duwen wanneer iets niet gaat zoals gepland, of tegenslaat. Niet alles kan altijd goed verlopen, dit maakt deze knop duidelijk. Door op de knop te duwen kunnen ze de 'lastige' gebeurtenis achter zich laten.

Voorbeelden:

- Sien vindt haar beeld van de les muzo helemaal mislukt. Na geprobeerd het te redden en even treurig te zijn, slaat ze heel hard op de pyt-knop. Het is nu zo, volgende keer beter.
- Sam heeft een 4 op 10 op zijn toets. Hij drukt op de pyt knop en laat zo al zijn frustratie daar achter. Het is niet het einde van de wereld, volgende toets lukt het me wel!

Op de volgende pagina vind je een pyt-knop voor in jouw klas!



9.

Tips voor kids

Plan en ontspan! Schrijf duidelijk op wat je nog moet doen en tegen wanneer je dit klaar wil hebben. Zorg dat de deadlines haalbaar zijn.

Beweeg voldoende!

Schrijf of vertel over al je zorgen. Ook tegen je huisdier kan dit helpen.

Doe voor het slapen nog iets ontspannends. Laat de gsm en computer aan de kant liggen.

Zucht diep al je zorgen uit. Dit kan ook helpen voor een toets.

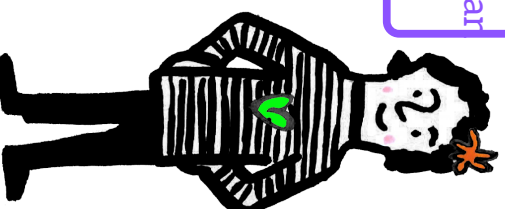
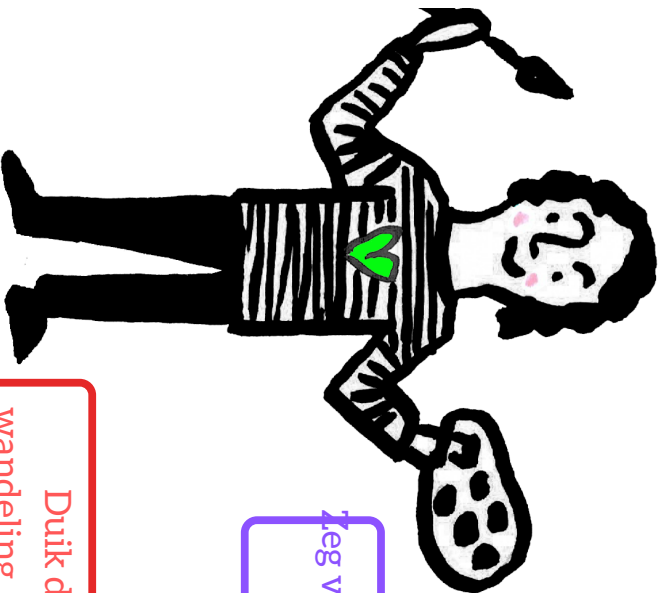
Schrijf of vertel 3 dingen die goed waren aan je dag!

Zeg vandaag 5 keer tegen jezelf: yes ik kan het, het gaat lukken!

Steek een potlood tussen je tanden of zet je 'innerlijke smile' op. Je voelt je direct beter!

Duik de natuur in. Maak een wandeling, ga naar het bos of spreek af met vrienden.

Vraag hulp! Als je iets niet begrijpt of er is een probleem. Iedereen heeft soms hulp nodig.

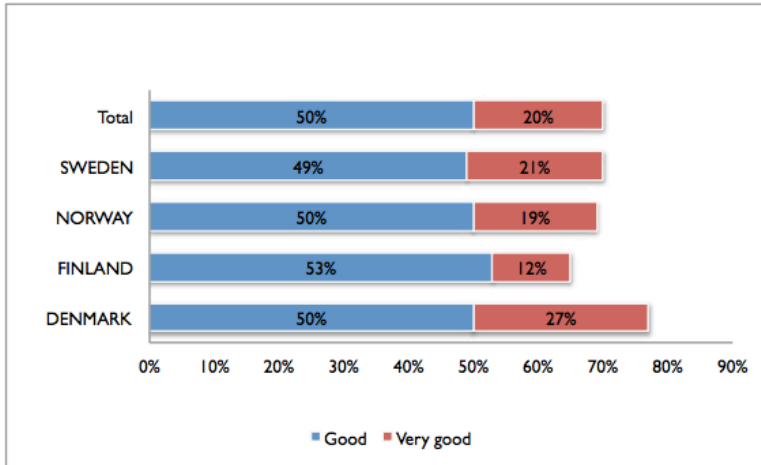


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Bijlage 5: Diagram health and wellbeing index



1. Figure: How would you rate your overall feeling of health and well-being? (Nordic comparison)

(Maagdenberg, R., 2011, p.10)

Question	Importance	Satisfaction	GAP
Your overall physical health	97%	57%	40%
Your mental health	97%	77%	20%
Your relationship with your family & friends	95%	89%	6%
The overall physical health of family members	92%	78%	14%
Your relationship with your spouse or partner	90%	77%	13%
The amount free time you have to spend on friends and family	88%	72%	16%
How much you weigh	84%	41%	43%
How much stress you have	84%	63%	21%
The amount free time you can spend alone	82%	71%	11%
Your job	80%	70%	10%
Your relationship with your boss and co-workers	78%	72%	6%
The cost of living	74%	55%	19%
The community you live in	71%	78%	-7%
The amount of vacation time you have	70%	69%	1%
How much you earn	66%	52%	14%
How much you contribute to your community	40%	68%	-28%
The place of worship you attend, if any	16%	67%	-51%

2. Figure: For each of the following, how important are they in affecting your feeling of health and well-being? (Nordic total) Very important + somewhat important.

(Maagdenberg, R., 2011, p.16)