

Syllabus

Course Description

Course Title	Empowering Children for Life Skills through Mental Training (lab.)
Course Code	12563
Course Title Additional	
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Degree Course	5 year master degree in Primary Education - German section
Other Degree Courses (Loaned)	
Lecturers	Dott. Mag. Cordula Oberhuber, CoOberhuber@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/33997
Teaching Assistant	
Semester	Second semester
Course Year/s	ALL
CP	2
Teaching Hours	0
Lab Hours	20
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The keys to happiness, self-confidence and success lie in mental and emotional strength, the foundations for which are laid during childhood. If children learn at an early age to tackle everyday challenges, they emerge mentally and emotionally resilient and face future challenges with greater self-confidence. In children's mental training, they can overcome their own limits in a playful way, and the sense of achievement they gain strengthens their confidence in their own abilities. The aim is to help children develop a positive, resilient mindset, enabling them to experience a sense of self-efficacy and act with resilience. Participants in the workshop can learn the basics of mental training through practical

	exercises and tips.
Course Topics	- What is mental training: definition and scientific background. An introduction to the basics of mental training. - Resilience: the power of positivity: exercises to boost self-confidence and self-motivation. Discovering your own resources, managing emotions, utilising 'positive psychology' mentally, resolving conflicts. - Learning with the help of mental training: goal-oriented learning. Discovering brain-friendly learning and working methods, concentration exercises, progressive muscle relaxation, etc. - Mental techniques for overcoming mental blocks or fears: working with affirmations and negative beliefs. Successfully tackling challenges such as mental blanking, exam anxiety, nervousness, etc., and building self-confidence. - Relaxation and activation versus stress: physical and guided imagery exercises, concentration exercises, perception training, techniques to stimulate the desire to move, deep breathing, visualisation, progressive muscle relaxation, etc., to experience calmness and inner balance. - Goal-setting and vision work: Focusing on goals, self-motivation and self-management, dismantling limiting beliefs, planning concrete implementation and creating a vision of the goal. - Communication and demeanour (for educational professionals and teachers): Overcoming speech inhibitions, skilful use of body language, breathing exercises, tools for a confident and successful presence. - Work-life balance, salutogenesis: finding sources of strength in everyday life and neutralising energy drainers. Reducing stress, utilising thoughts and resources, integrating new perspectives, energy and a zest for life. Finding happiness and a zest for life.
Keywords	Mental training, resilience, self-efficacy, pedagogy, didactics
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	In the laboratory, theoretical and conceptual input is combined with application-oriented learning sequences. Subject-specific content is analysed and discussed using practical case studies and applied to specific professional scenarios. To promote active learning processes, a variety of collaborative and engaging teaching and learning methods are employed, including group, pair

	and individual work, practical exercises, structured reflection tasks, the analysis and discussion of specialist literature, case studies, presentations and peer feedback.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Expected learning outcomes and competences: Knowledge and understanding Upon successful completion of the laboratory module, students will have a sound understanding of the theoretical foundations, concepts and scientific background of mental training. They will understand key approaches in resilience research, salutogenesis and positive psychology, and will be able to explain their significance for promoting mental health, self-efficacy and personal development. Furthermore, they will be familiar with key methods and techniques of mental training, as well as their potential applications in pedagogical and educational contexts. Applying knowledge and understanding Students are able to apply methods and techniques of mental training in a targeted and professional manner. They can select, plan, carry out and reflect on exercises designed to promote concentration, motivation, stress management, emotional regulation and resilience. Furthermore, they develop resource-oriented measures to support children and young people and implement these in a practical manner appropriate to the target group. Judgement Students can critically assess mental training methods in terms of their effectiveness, potential applications and limitations. They reflect on their own experiences, values, beliefs and patterns of behaviour, as well as their influence on educational practice. On this basis, they make professionally sound decisions regarding the selection and design of appropriate interventions to promote mental health, resilience and self-efficacy. Communication Students are able to convey and guide theoretical concepts and practical methods of mental training in a manner appropriate to the target audience. They reflect on the importance of

	communication, body language and professional conduct in an educational context and use these deliberately to support children and young people in a resource-oriented manner. Furthermore, they apply strategies for constructive conflict resolution and the promotion of positive social relationships. Learning strategies Students develop the ability to continuously reflect on and further develop their professional, methodological and personal competences. They recognise their own resources, strengths and potential for development, and use appropriate strategies for self-regulation, stress management and health promotion. This enables them to independently further develop mental training methods and integrate them sustainably into their professional practice. Overarching learning objective Students acquire the ability to apply mental training methods in a theory-based, reflective and practice-oriented manner in order to professionally promote resilience, self-efficacy, mental health and personal development processes in children and young people. In doing so, they combine scientific findings with practical skills and develop reflective pedagogical judgement.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	The assessment consists of two parts, A and B. A: Coursework • A1: Written analysis of a practical example • A2: Presentation of the practical example during the laboratory session B: Examination: Oral examination and reflection
Evaluation Criteria	Both assessment components are weighted equally (A and B) A: Coursework: A1: Comprehensive and appropriate fulfilment of the specified criteria for the written analysis of the practical example:

	• Substantive and academic accuracy • Logical structure and coherent argumentation • Well-founded application of theory to practice • Critical analysis, reflection and independent judgement • Appropriate use of specialist literature and adherence to academic standards, including citation and formatting guidelines (APA or as specified by the lecturer) • Information literacy • Linguistic accuracy, clarity of expression and appropriate use of academic terminology The use of artificial intelligence (AI) in the preparation of the examination is not permitted. A2: Presentation of the practical example: • Clear and media-appropriate visualisation • Structured, academically sound and goal-oriented presentation of the content • Communication tailored to the target audience and confident presentation skills • Clear, subject-appropriate linguistic expression and communication skills B: Examination: Oral examination and reflection: • Subject-accurate presentation of the theoretical content • Reflection on and critical analysis of one's own practical example with reference to the course content • Ability to transfer theory to practice and to develop well-founded professional judgements
Required Readings	German Education Authority (ed.). (December 2008). Framework Guidelines for German-speaking Kindergartens. Autonomous Province of Bolzano-South Tyrol. https://tinyurl.com/bdhxhhwx German Education Directorate (ed.). (February 2021). Framework Guidelines for Primary and Lower Secondary Schools in South Tyrol (Updated edition). Autonomous Province of Bolzano-South Tyrol. https://tinyurl.com/y24yt5pp

	German Education Department/Kindergarten Inspectorate (2017). Quality Framework for Kindergartens. Autonomous Province of Bolzano-South Tyrol. https://tinyurl.com/mryae7ht Antonovsky, A. (1997). Salutogenesis: Demystifying Health. German Society for Behavioural Therapy. Baisch-Zimmer, S., & Petrig, G. (2011). Mental Training for Children: Empowering Children for Life. Beltz. Csikszentmihalyi, M. (1990). Flow: The Secret of Happiness. Klett-Cotta. Frankl, V. (2015). Saying 'Yes' to Life in Spite of Everything (7th ed.). Kösel. Heimsoeth, A. (2013). My Child Can Do It: Mental Training for School, Sport and Leisure. Pietsch. Largo, R. (2019). Childhood: The Child's Individuality as an Educational Challenge (completely revised new edition). Piper. Liebertz, C. (2018). The Golden Treasure Book of Holistic Learning: Key Competencies and Games for a Better Education (3rd ed.). Don Bosco. Mendler, F., & Schmitz, M. (2024). Finding Balance: Experiencing Tension and Relaxation through Yoga. Sportpädagogik, 48, 28–34. Opp, G., Fingerle, M., & Suess, G. (Eds.). (2020). What Strengthens Children: Upbringing between Risk and Resilience (4th ed.). Reinhardt.
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	Reznick, C. (2013). Inner Strength: How Children Transform Stress and Anxiety into Joy and Self-Confidence. Kösel. Salbert, U. (2016). Holistic Relaxation Techniques for Children (10th ed.). Ökopia. Saval, I. (2022). Strong Children: Strategies for Self-Confident and Well-Balanced Children (3rd ed.). Trias. Waibel, E. M., & Wurzrainer, A. (2016). Motivated Children – Authentic Teachers: Insights into Existential Teaching. Beltz. Further reading will be announced during the course
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Good health and well-being, Quality education, Partnerships for the goals, Reduced inequalities, Peace, justice and strong institutions, Gender equality