

We make time to ask...

RU OK?TM

A conversation could change a life.

ARE YOU OKAY?

PRESTON 2023

MACON PIATT REGIONAL OFFICE OF EDUCATION 39

THIS TRAINING

- PLEASE MAKE SURE THAT YOU HAVE REGISTERED AT [HTTPS://WWW.MACONPIATTROE.ORG/](https://www.maconpiattroe.org/) ON THE ABC SIGN UP REGISTRATION SITE. CLICK THE BLUE BUTTON SIGN UP FOR PROFESSIONAL DEVELOPMENT
- **THIS TRAINING REQUIRES ANSWERS TO TASKS THAT ARE INSIDE THE TRAINING. THEY WILL ALWAYS BE IN RED SO NOT TO MISS THEM.** THESE NEED TO BE SENT BACK TO ME AT PRESTONB@ROE39.ORG
- PLEASE SEND THEM IN A PPT. FORM (BY COPYING AND PASTING THE ANSWERS), PDF, OR A WORD DOCUMENT. NO GOOGLE DOCS.
- PLEASE VIEW ALL SLIDES AND VIDEOS EMBEDDED IN THE TRAINING.

SENDING THE TASKS

PLEASE SEND THE TASKS IN THIS WAY IF YOU ARE SENDING IN WORD OR PPT:

TITLE OF THE TRAINING _____ YOUR NAME _____

TASK # 1 _____

TASK #2 _____ ETC.,

MAKE SURE YOU FINISH THE TRAINING BEFORE YOU SEND IT TO ME. PRE AND POST TEST, TOO.

SOME OF THE VIDEOS OR HYPERLINKS MIGHT HAVE TO BE COPIED AND PASTED INTO YOUR BROWSER TO LOOK AT THEM. IF THEY DON'T COME UP CLICKING ON THEM, PLEASE COPY AND PASTE. THEY SHOULD WORK THEN.

TASK ONE PRE/POST TEST FOR ARE YOU OKAY?

The following statements related to the targets of this training session. Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

Copy the pre and post tests and send to me.

Are You Okay Statements	Pre	Post
I understand that all teachers have a choice in how they react and feel during school hours.		
I know that my mental health and stress can interrupt my health in general.		
I can identify ten ideas or things I do to cope with stress in my job.		
I am able to plan how to balance my life in work, home, social activities and people, emotional aspects, and my self regulation on a daily basis.		
I know how to set up a calm corner, calm kit, and how to approach a student who is emotionally distraught.		
I can locate resources to support my efforts in self care and student self care.		

TRAINING OUTCOMES

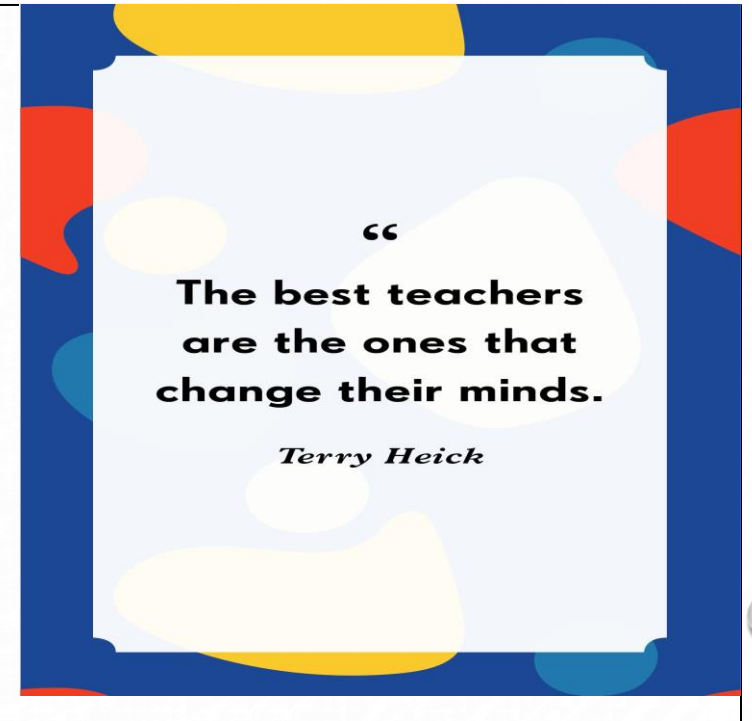
1. TO REALIZE THAT YOU ARE IMPORTANT AND YOU NEED TO BE OKAY SO THAT STUDENTS WILL BE OKAY.
2. TO GIVE IDEAS AND SUPPORT IN HOW TO PLAN FOR SELF REGULATION AND CALM.
3. TO INFORM YOU OF DIFFERENT IDEAS AND STRATEGIES TO BE A COMPLETE HUMAN THAT IS HAPPY MOST OF THE TIME AND CAN HANDLE SITUATIONS THAT OCCUR.
4. TO SUPPORT MAKING CHOICES THAT ARE HEALTHY FOR MIND AND BODY.
5. TO HELP ANYONE TAKING THIS TRAINING TO BE OKAY.

OKAY, LET' GO!
LET'S GET BETTER THAN OKAY.....

DEFINITION OF OKAY

ADJECTIVE: OKAY

SATISFACTORY BUT NOT EXCEPTIONALLY OR ESPECIALLY GOOD.



TASK TWO

True teachers
use themselves as bridges
over which they invite their students to cross



then, having facilitated their crossing
joyfully collapse, encouraging them
to create bridges
of their own.

Nikos Kazantzakis

LOOK AT THE QUOTE. I LOVE THE QUOTE. BEING A BRIDGE TO LEARNING IS A WONDERFUL METAPHOR. HOWEVER.....

1. WHY WOULD THIS QUOTE CREATE STRESS AND ANXIETY FOR AN EDUCATOR?

TASK THREE



If a good teacher is to be all of these,
when is there time to be yourself.

Look at this heart carefully.

- Choose 5 words that describe you as a person.
- Choose 5 words that are hard to live up to as a teacher.
- Why did you choose those words?

TASK FOUR

PRETEND WITH ME

LET'S SAY THAT A COLLEAGUE OF YOURS CAME TO YOU AT LUNCH AND SAID: "I CAN'T DO THIS ANYMORE! I HAVE NO LIFE EXCEPT FOR SCHOOL. I AM DRAINED AND UNHEALTHY. EVERY TIME I THINK I HAVE TIME FOR MYSELF OR MY FAMILY, SOME NEW THING HAPPENS FROM THE STATE THAT I NEED TO KNOW ABOUT AND IMPLEMENT. I AM PUTTING IN MY RESIGNATION TOMORROW. I DON'T KNOW HOW YOU DO IT, BUT YOU SEEM TO GET ALONG JUST FINE WITHOUT THE STRESS I AM HAVING. I DON'T KNOW WHAT TO DO."

WHAT WOULD YOU TELL THIS PERSON. BE HONEST. YOU MIGHT AGREE WITH THEM OR YOU MIGHT HAVE WORDS OF WISDOM THAT YOU KNOW WOULD WORK, YOU JUST DON'T APPLY THAT WISDOM TO YOURSELF. WHAT WOULD YOU SAY TO HELP THIS COLLEAGUE SEE THAT THERE CAN BE A BALANCE IN LIFE AND WORK?

REMEMBER YOUR WORTH

“WELL-OILED MACHINES DON’T GRIND.” —PHONTE

- THE BEST WAY TO ACHIEVE WORK-LIFE BALANCE IS TO REMEMBER THAT YOU DESERVE TO HAVE A LIFE OUTSIDE OF WORK. YOUR VALUE DOESN’T DISAPPEAR WHEN YOU LEAVE THE CLASSROOM.
- NO ONE ELSE CAN DO WHAT YOU DO OR BE WHO YOU ARE.
- **A THIRD SPACE** — A TERM THAT COMES FROM SOCIOLOGIST [RAY OLDENBURG’S](#) ASSERTION THAT ALL HUMANS NEED THREE SEPARATE AREAS TO LIVE AND GROW. EXAMPLES OF A THIRD SPACE INCLUDE COMMUNITY CENTERS, COFFEE SHOPS, AND LIBRARIES. EVEN IF YOU ONLY HAVE ONE HOUR A WEEK TO SPARE, DEVOTING TIME TO AN ACTIVITY YOU ENJOY WILL BE WORTH IT.

WHO IS IN CHARGE OF YOUR HEALTH

YOU CAN'T HELP YOUR STUDENTS IF YOU'RE SICK OR WORN OUT.

STAYING IN SHAPE, EATING HEALTHY, AND GETTING ENOUGH SLEEP MAKES YOU A BETTER TEACHER.

DON'T BE AFRAID TO ASK FOR HELP, EMOTIONALLY OR PHYSICALLY.

- TALK THERAPY, MEDITATION, EXERCISE ... EVEN JUST SPENDING TIME WITH FRIENDS.

TAKING BREAKS FROM ELECTRONICS AND ENGAGING IN FACE-TO-FACE INTERACTIONS

- PRACTICING MINDFULNESS ABOUT YOUR TECHNOLOGY USAGE WILL HELP BALANCING LIFE

DELEGATION CAN REDUCE STRESS IN YOUR LIFE

TIME MANAGEMENT CAN HELP YOU GET ALL OF YOUR WORK DONE IN A TIMELY MANNER WITHOUT COMPROMISING ON YOUR PERSONAL TIME.

ACHIEVE BETTER WORK-LIFE BALANCE, IT MIGHT BE TIME JOIN A CLUB OR ANOTHER ACTIVITY GROUP.

SAY NO AND USE THAT TIME TO REJUVENATE, RELAX, AND REPAIR

REMEMBER, THERE ISN'T A SINGLE, PERFECT WAY TO HAVE WORK-LIFE HARMONY. BE CREATIVE!!!

TURN YOUR MISTAKES INTO LEARNING OPPORTUNITIES

TASK FIVE IDENTIFY

1. WHAT TRIGGERS YOU TO FEEL OUT OF BALANCE?
2. WHAT REACTIONS DO YOU HAVE TOWARD YOURSELF WHEN YOU ARE OUT OF BALANCE?
 - EMOTIONAL
 - PHYSICAL
3. WHEN DO YOU FEEL PEACE IN YOUR EDUCATOR LIFE?
4. WHEN DO YOU FEEL BURDENED?
5. WHAT DO YOU REALLY WANT YOUR LIFE TO LOOK LIKE?

HEALTH FIRST

- LONG-TERM STRESS CAN IMPACT YOUR PHYSICAL AND MENTAL HEALTH—AFFECTING EVERYTHING FROM SLEEP CYCLES, UNHEALTHY EATING, CAUSING LESS EXERCISE, CAUSING LESS INTERACTIONS WITH OTHERS—AND CAN EVENTUALLY LEAD TO BURNOUT.
- SELF-CARE MEANS ROUTINELY PRIORITIZING YOUR HEALTH AND WELL-BEING, RATHER THAN WAITING UNTIL YOU REACH A BREAKING POINT.
- BUILDING NEW HABITS CAN SEEM OVERWHELMING, BUT YOU DON'T NEED TO MAKE DRASTIC CHANGES TO SEE AN IMPACT-START WITH BREATHING THROUGH THE NOSE AND OUT THROUGH THE MOUTH.
 - NASAL BREATHING PLAYS A PIVOTAL ROLE IN COORDINATING ELECTRICAL BRAIN SIGNALS IN THE OLFACTORY “SMELL” CORTEX—THE BRAIN REGIONS THAT DIRECTLY RECEIVE INPUT FROM OUR NOSE—WHICH THEN COORDINATES THE AMYGDALA (WHICH PROCESSES EMOTIONS) AND THE HIPPOCAMPUS (RESPONSIBLE FOR BOTH MEMORY AND EMOTIONS) CRYSTAL GOH 2017 WELL-BEING
- STAYING HYDRATED IS VERY IMPORTANT FOR BRAIN/BODY FUNCTION
- MAKING TIME AND SPACE JUST FOR YOU IS CRUCIAL-LIKE WHEN CAN WE EVEN USE THE RESTROOM????????

TASK SIX -HEALTHY MIND AND BODY

- FIND A PROCESSING BUDDY AT WORK OR AT HOME –SOMEONE YOU CAN TELL ANYTHING TO AND THEY ACTUALLY LISTEN
- ENERGIZE AND REGROUP BY MAKING 10-30 MINUTES EACH DAY TO JUST “BE”
- CREATE SOMETHING-WRITE, DRAW, BUILD, INSPECT, CONSTRUCT, -DO SOMETHING THAT EXCITES YOU
- LOG YOUR CELEBRATIONS ON A CALENDAR-ASK YOURSELF EVERYDAY: WHAT DID I DO FOR OTHERS? WHAT DID I DO FOR ME?
- DON'T COMPARE YOURSELF TO OTHERS. IF YOU DO, YOU ARE TELLING YOURSELF “I AM NOT UNIQUE. I HAVE TO BE JUST LIKE THEM, EVEN BETTER.” THIS STUNTS ANY GROWTH YOU CAN ACHIEVE. BE YOURSELF. ALLOW YOURSELF TO GROW INTO WHO YOU REALLY ARE. YOU ARE NEVER TOO YOUNG OR OLD TO BECOME YOU!
- FIND YOUR PASSION. IMPLEMENT EACH DAY SOMEHOW. THIS IS SOMETHING THAT HELPS YOU CREATE ENDURANCE AND PURPOSE.
- DON'T JUST GET THROUGH THE DAY, GET THROUGH THE DAY BUT ALLOW YOURSELF TO LIVE EACH DAY TO THE FULLEST. TOMORROW IS NEVER PROMISED.

WHICH ONE OF THESE BULLETS RESONATES WITH YOU AND WHY?

WHERE ARE YOU ON THE MENTAL HEALTH CONTINUUM?

HEALTHY

RESPONDING/ REACTING

INJURED

ILL

- Normal mood fluctuations
- Calm & takes things in stride
- Good sense of humour
- Performing well
- In control mentally
- Normal sleep patterns
- Few sleep difficulties
- Physically well
- Good energy level
- Physically and socially active
- Not using substances to cope
- None or limited gambling

- Irritable/impatient
- Nervous
- Sadness/overwhelmed
- Procrastination
- Forgetfulness
- Trouble sleeping
- Intrusive thoughts
- Nightmares
- Muscle tension/headaches
- Low energy
- Decreased activity/socializing
- Regular but controlled substance use/gambling

- Anger
- Anxiety
- Pervasively sad/hopeless
- Negative attitude
- Poor performance/workaholic
- Poor concentration/decisions
- Restless disturbed sleep
- Recurrent images/nightmares
- Increased aches and pains
- Increased fatigue
- Avoidance
- Withdrawal
- Increased substance use/gambling is hard to control

- Angry outbursts/aggression
- Excessive anxiety/panic attacks
- Thoughts of suicide
- Can't perform duties, control behaviour or concentrate
- Can't fall asleep or stay asleep
- Sleeping too much or too little
- Physical illness
- Constant fatigue
- Not going out/answering phone
- Substance or gambling addiction
- Other addictions

Task Seven-Using the Mental Health Continuum, measure your own reactions to the pressure you work under regularly.

1. On your best day – which category would you place yourself within?
2. How might this change on your worst day?
3. If you measure yourself using this scale regularly - which segment are you most often in?
4. Look at the website below and give me one idea from it.

NO ANSWER NEEDED FOR THE RED QUESTION HERE I JUST WANT YOU TO THINK ABOUT WHO ARE YOUR INFLUENCERS?

- YOU MIGHT HAVE ZERO SAY IN THE EXPECTATIONS OF YOU AT WORK – YOU CAN CHOOSE HOW YOU RESPOND TO THEM.
- MAINTAIN A STABLE PERSPECTIVE AT THE LOWEST AND MOST EXCITABLE MOMENTS. EXTREMES WILL RUIN HEALTH
- *REFILL YOUR TANK. KNOW WHEN YOU NEED TO TAKE A BREAK. THAT MIGHT BE BREATHING, GOING TO A PLACE IN YOUR MIND THAT BRINGS YOU JOY AND SITTING THERE FOR A MINUTE.*
- *DON'T BE A VICTIM TO YOUR PROBLEMS. KEEP TRYING OUT SOLUTIONS UNTIL ONE WORKS.*
- *IT HAS BEEN SAID WE ARE THE PRODUCT OF THE 5 PEOPLE WE SPEND MOST TIME WITH.*

WHO IS INFLUENCING YOU? QUESTION THE KIND OF RELATIONSHIPS YOU NEED TO FEEL GOOD ABOUT YOURSELF?

TASK EIGHT MINDSET IS KEY

Your Task Eight is: Look at the article and answer this question. What should we do so that students and ourselves develop a growth mindset. Give evidence from the article to support your answer.

[HTTPS://WWW.EDUTOPIA.ORG/DISCUSSION/DEVELOPING-GROWTH-MINDSET-TEACHERS-AND-STAFF](https://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff)

- IN THE ARTICLE ABOVE, CAROL DWECK SAYS THAT THE NOTION OF DEVELOPING A GROWTH MINDSET IS AS EQUALLY APPLICABLE TO STAFF AND TEACHER PERFORMANCE AS IT IS TO STUDENTS.
- ACCORDING TO DWECK, WHEN WE GIVE PRAISE TO STUDENTS (WHICH WE, AS TEACHERS OFTEN DO, IN ORDER TO BUILD SELF-ESTEEM AND ENCOURAGE STUDENTS) FOR HOW CLEVER THEY ARE, WE MIGHT ACTUALLY BE ENCOURAGING THEM TO DEVELOP A FIXED MINDSET - WHICH MIGHT LIMIT THEIR LEARNING POTENTIAL.
- ON THE OTHER HAND, IF WE PRAISE STUDENTS FOR THE HARD WORK AND THE PROCESS THAT THEY'VE ENGAGED IN, THEN THAT HELPS TO DEVELOP A GROWTH POTENTIAL.

SELF REGULATION

- TEACHERS THEMSELVES NEED TO BE ABLE TO RECOGNIZE AND REGULATE THEIR OWN EMOTIONS.
- WE NEED TO BE PRESENT FIRST FOR OURSELVES, THEN FOR ANOTHER, AND ULTIMATELY FOR THE STUDENTS WE SERVE.
- "SELF-REGULATION REFERS TO **THE SELF-DIRECTIVE PROCESS THROUGH WHICH LEARNERS TRANSFORM THEIR MENTAL ABILITIES INTO TASK RELATED SKILLS**" (ZIMMERMAN, 2001). THIS IS THE METHOD OR PROCEDURE THAT LEARNERS USE TO MANAGE AND ORGANIZE THEIR THOUGHTS AND CONVERT THEM INTO SKILLS USED FOR LEARNING.

HOW CAN YOU EXPECT STUDENTS TO SELF-REGULATE IF YOU YOURSELF CAN'T SELF REGULATE?

COMPONENTS OF EXECUTIVE CONTROL PROCESS:

1. **COORDINATING METACOGNITIVE KNOWLEDGE** - REGULATING COGNITIVE AND METACOGNITIVE KNOWLEDGE, UNDERSTANDING ONE'S OWN KNOWLEDGE, AND THOUGHT PROCESS.
2. **PLANNING** - USING A DELIBERATE AND ORGANIZED APPROACH TO ATTACK A TASK. THE TASK MUST BE DEFINABLE AND OBSERVABLE.
3. **MONITORING** - ASSESSING COMPREHENSION WHILE PROGRESSING THROUGH A TASK, AND CHECKING FOR EFFECTIVENESS, TESTING, EVALUATING AND REVISING STRATEGIES. HARRIS, REID, AND GRAHAM (IN PRESS), DESCRIBE FOUR CORNERSTONES OF SELF-REGULATION:
 - SELF-MONITORING,
 - SELF-INSTRUCTION,
 - GOAL SETTING, AND
 - SELF-REINFORCEMENT.
4. **FAILURE DETECTION** - WHILE PROGRESSING THROUGH A TASK, DETECTING WHEN THERE IS A MISUNDERSTANDING OR AN ERROR IS MADE. THIS IS WHEN WE SHUT DOWN. BE AWARE AND SELF-MONITOR AND BE ABLE TO RAISE YOURSELF.
5. **FAILURE CORRECTION** - WHEN AN ERROR IS DETECTED, GOING BACK AND CORRECTING ANY MISTAKES. THROUGH INSTRUCTION IN VARIOUS SELF-REGULATION TECHNIQUES STUDENTS WITH LEARNING DISABILITIES CAN BE SUCCESSFUL AT "THE SELF-DIRECTIVE PROCESS THROUGH WHICH LEARNERS TRANSFORM THEIR MENTAL ABILITIES INTO TASK RELATED SKILLS" (ZIMMERMAN, 2001). ***HAVE A FAILURE FRIDAY ONCE A MONTH. STUDENTS KEEP THEIR BEST FAILURE AND SHARE IT WITH A PARTNER. THEY FIGURE OUT HOW TO NOT MAKE THE MISTAKE AGAIN AND HOW IT HELPED THEM SUCCEED.***

TASK NINE - SUMMARIZING

- [HTTPS://CEHS.UNL.EDU/SECD/SELF-REGULATION/#:~:TEXT=%22SELF%2DREGULATION%20REFERS%20TO%20THE,INTO%20SKILLS%20USED%20FOR%20LEARNING](https://cehs.unl.edu/secd/self-regulation/#:~:text=%22SELF%2DREGULATION%20REFERS%20TO%20THE,INTO%20SKILLS%20USED%20FOR%20LEARNING) UNIVERSITY OF NEBRASKA -LINCOLN

IN THIS ARTICLE THEY DEFINE THE FOUR CORNER STONES OF SELF-REGULATION

- SELF-MONITORING,
 - SELF-INSTRUCTION,
 - GOAL SETTING, AND
 - SELF-REINFORCEMENT.
1. PLEASE FIND THE DEFINITIONS AND SUMMARIZE THE FOUR FOR ME.
 2. WHICH ONE DO YOU NEED TO PUT INTO YOUR SELF-REGULATION TOOL BOX?

THE PROBLEM IS:

- WHEN TEACHERS LACK THE RESOURCES TO EFFECTIVELY MANAGE THE SOCIAL AND EMOTIONAL CHALLENGES WITHIN THE PARTICULAR CONTEXT OF THEIR SCHOOL AND THE CLASSROOM, CHILDREN SHOW LOWER LEVELS OF ON-TASK BEHAVIOR AND PERFORMANCE. (MARZANO, 2003)
- STUDENTS ARE STARVING FOR: OUR FOCUSED, AUTHENTIC ATTENTION.

WE NEED TO SHOW OUR STUDENTS:

- HOW TO LISTEN DEEPLY
- HOW TO FOCUS ON THE TASK AT HAND,
- AND HOW TO PAY ATTENTION.

START THE DAY OUT RIGHT

- EAT SOMETHING THAT WILL GIVE YOU ENERGY AND HAS HEALTHY EFFECT ON YOUR BODY.
- BEGIN EVERYDAY WITH 3 THINGS TO BE GRATEFUL FOR
- QUICKLY JOT DOWN A TO DO LIST OR NOTES TO CLEAR YOUR HEAD OF CLUTTER
- REFRAIN FROM BEGINNING THE DAY BY CHECKING EMAIL IF POSSIBLE
 - IF YOU HAVE TO...JUST SCAN YOUR EMAIL FOR EMERGENCIES
- BE STILL AND BREATHE
- IF YOU ARE CLOSE TO A MIRROR, LOOK INTO IT, SMILE AND SAY “THANK YOU FOR ANOTHER DAY TO TAKE CARE OF ME” OR “I BELIEVE IN MY ABILITIES AND MYSELF.”

P= PAUSE

R=RELAX

E=EXHALE (BREATHE)

S=STILLNESS (DO NOTHING FOR JUST A MOMENT)

WHEN TO SAY NO!

1. DOES THIS TASK OR COMMITMENT ALIGN WITH MY PRIORITIES?
2. DOES THIS TASK OR COMMITMENT DRAW ON MY STRENGTHS?
3. DOES THIS TASK ENERGIZE ME?
4. DO I HAVE THE TIME TO DO THIS TASK?
5. WHAT WILL I NOT BE DOING IF I TAKE ON THIS TASK?

WE ALL KNOW THAT IF OUR JOB DEPENDS ON SOME TASK, WE WILL HAVE TO DO IT, BUT THERE ARE MANY THINGS WE VOLUNTEER FOR JUST BECAUSE WE FEEL WE NEED TO. RETHINK THE “NEED TO” PART.



CONNECT WITH YOUR STUDENTS

1. ZOOM IN/ZOOM OUT
 - ZOOM IN AND FOCUS ON ONE STUDENT AT A TIME
 - GREAT FOR MEASURING ENGAGEMENT-
2. GO TO ONE CORNER OF THE ROOM TO OBSERVE STUDENTS.
 - JUST LISTEN-MAYBE EVEN RECORD SOME OF THEIR GROUP DISCUSSIONS TO LEARN MORE ABOUT THEM.
3. ALLOW STUDENTS TO SHARE INJUSTICES ESPECIALLY AT DIFFICULT TIMES IN THE DAY SUCH AS RECESS. YOUNGER STUDENTS CAN DRAW. THIS COULD SERVE AS A START TO A MIDDAY CIRCLE.
4. MAKE A CLASSROOM GRATITUDE JOURNAL FOR STUDENTS TO WRITE IN.
5. MORNING EXERCISES (YOGA, MUSIC, MOVEMENT, GONOODLE, CALM APP, FOCUS APPS).
6. THIRTY SECOND LAUGH: FUNNY VIDEOS
7. READ/WRITE, DESIGN, IMAGINE
 - a. JOURNALS OR JUST DIFFERENT COLORFUL, DESIGNED PAPER FOR GIRLS AND BOYS
 - b. DRAWING
 - c. LISTENING TO MUSIC
 - d. PLAY-DANCE-STRENGTH EXERCISES, POWER POSES, BREATHING IN FRESH AIR OUTSIDE
 - e. TOOLS AND BLOCKS AND LEGOS TO MANIPULATE

TASK TEN -CIRCLE UP –BEGINNING, MIDDLE, AND END

HAVE A ONE MINUTE OF “HERE IS WHAT WE ARE GOING TO DO TODAY” –TEACHER TELLS STUDENTS
STUDENTS GO AROUND AND SAY ONE WORD HOW THEY ARE FEELING-HAVE AN ANCHOR CHART FOR THEM TO PICK OUT
EMOTIONS

WORK ON ONE MINDFUL LESSON- EXAMPLES OF MINI LESSONS BELOW

1. TOGETHER WITH STUDENTS, CREATE A LIST OF DISTRACTIONS THAT STUDENTS EXPERIENCE WHILE TRYING TO
COMPLETE A TASK.

- YOU CAN THEN TALK ABOUT HOW TO WORK THROUGH THOSE DISTRACTIONS.

2. WHAT CAN WE CONTROL -TO START, GIVE YOUR STUDENTS THESE EXAMPLES AND ASK THEM TO SHARE WHETHER THEY
THINK THE SITUATIONS ARE IN THEIR CONTROL OR OUT OF THEIR CONTROL.

- THE WEATHER
- WHETHER OR NOT THEY COMPLETE THEIR HOMEWORK
- THE QUESTIONS ON A TEST
- HOW THEY RESPOND WHEN SOMEONE IS UNKIND
- THE HEALTH OF THEIR FRIENDS AND FAMILY
- GETTING STUDENTS TO PRACTICE THINKING ABOUT SITUATIONS IN THIS WAY WILL GIVE THEM THE TOOLS THEY NEED TO
POSITIVELY COPE WITH DIFFICULT EVENTS THAT COME UP IN THEIR OWN LIVES

LOOK AT THE HYPERLINK BELOW AND PICK 3 IDEAS YOU CAN USE WITH YOURSELF OR YOUR STUDENTS.

<https://www.waterford.org/resources/mindfulness-activities-for-kids/>

TASK ELEVEN -BREAKS ARE IMPORTANT TO ALL OF US

(5 MINUTE MOVEMENT ACTIVITY (LIKE ONE OF THESE [YOUTUBE BRAIN BREAK SONGS](#))

- MOVE AND FREEZE
 - [HTTPS://WWW.YOUTUBE.COM/WATCH?V=388Q44REOWE](https://www.youtube.com/watch?v=388Q44REOWE)
- BODY BOOGIE 5 MINUTE STORY TIME
 - [HTTPS://WWW.YOUTUBE.COM/WATCH?V=CZEM18FPBVI](https://www.youtube.com/watch?v=CZEM18FPBVI)

5 MINUTE SONGS (TRY ONE OF THESE ENGAGING, [CORE STRENGTHENING SONGS](#))

- 5 MINUTE LARGE GROUP DISCUSSION
- 5 MINUTE STRETCH/YOGA – LIKE THESE [PENGUIN YOGA CARDS](#)
- 5 MINUTE EXPLANATION OF CENTERS AND DISMISSAL
 - CONTROLLED ATTENTION (FREEDOM FROM DISTRACTIBILITY AND SET-SHIFTING)

LOOK AT THE IDEAS ABOVE. CLICK ON ANYTHING IN THE TURQUOISE. COULD YOU USE ANY OF THESE?

WHICH ONE AND WHY DID YOU CHOOSE IT?

You tube videos may have to be copied and pasted into your browser. Worth the effort, yes.

IN THE CLASSROOM

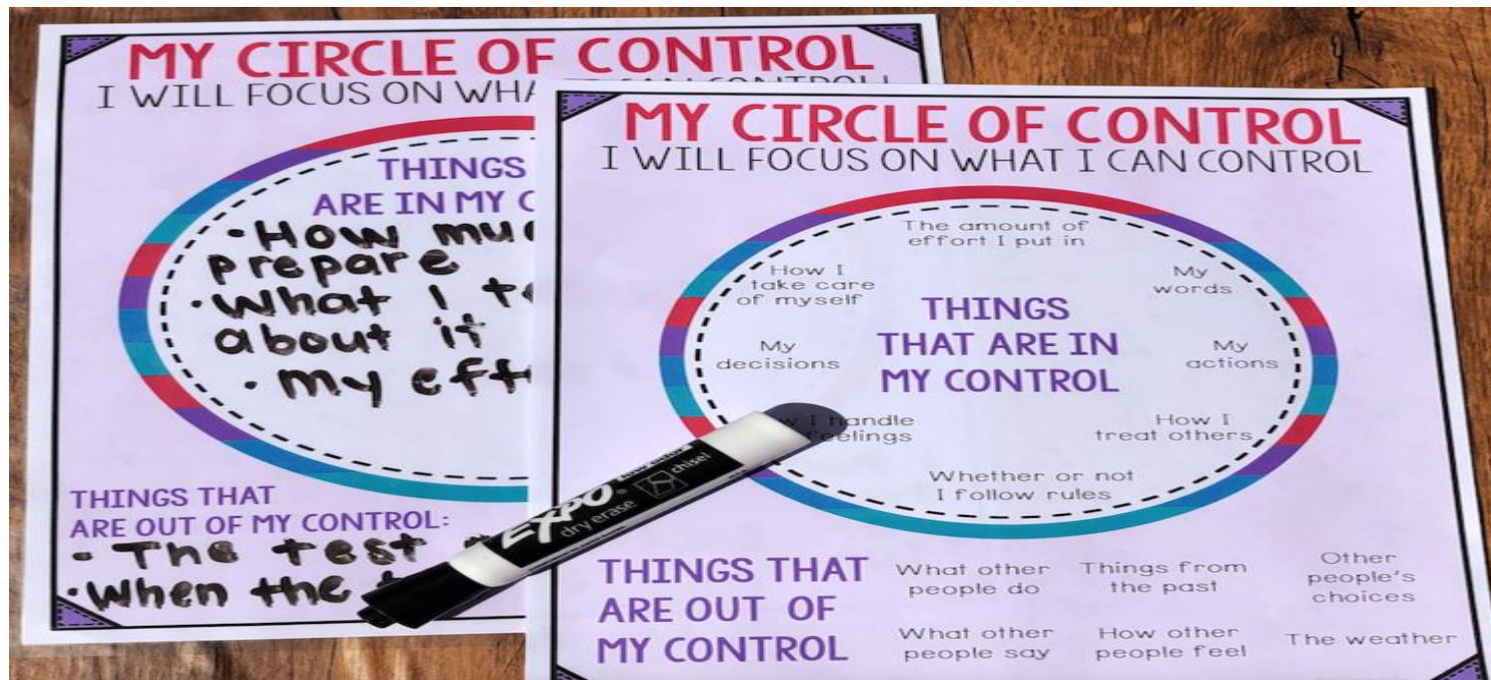
HAVE A BREAK EACH DAY WITH THE STUDENTS-YOU DO IT TOO.

1. JUST HAVE THEM STAND AND STRETCH
2. SET ONE GOAL FOR THE DAY AND WRITE IT DOWN-YOU TOO, WRITE IT SO STUDENTS CAN SEE IT.
3. KEEP A JOURNAL OF GOALS, THINGS THAT BRIGHTEN BAD MOMENTS, AND AFFIRMATIONS
4. STRIKE A STRONG POSE, HEAD UP, BACK STRAIGHT, AND SMILE AT THE PEOPLE AROUND YOU
5. CLOSE YOUR EYES AT YOUR DESK AND HAVE STUDENTS DO THE SAME. THINK OF THE BEST PLACE YOU HAVE EVER BEEN. DESCRIBE IT TO YOURSELF. NOW OPEN YOUR EYES AND TELL THE PERSON NEXT TO YOU WHAT THIS PLACE LOOKED LIKE AND WHY IT WAS THE BEST.
6. HAVE STUDENTS CLOSE THEIR EYES AND LET THEM DRAW WHAT YOU TELL THEM TO DRAW. THEY WILL BE A LITTLE FRUSTRATED AT FIRST, BUT TAKE A FEW MINUTES AND THEN LET THEM SEE WHAT THEIR DRAWING LOOKS LIKE. I HAVE DONE THIS BEFORE AND IT IS A FUN ACTIVITY AND THEY DO LAUGH.

What Can We Control?

ONE ACTIVITY THAT HELPS KIDS AND YOU WITH THIS IS BY USING THE BELOVED GAME [UNO](#).

- EACH TIME A PLAYER LAYS DOWN A RED CARD, THEY HAVE TO SHARE ONE THING THAT IS NOT IN THEIR CONTROL. EACH TIME A PLAYER LAYS DOWN A GREEN CARD, THEY HAVE TO SHARE ONE THING THAT IS IN THEIR CONTROL. IF THAT FEELS LIKE TOO MUCH FOR YOUR STUDENTS, YOU CAN HAVE THEM RESPOND TO JUST THE RED/GREEN NUMBER CARDS, AND NOT THE SKIP, REVERSE, ETC.



REWARD YOURSELF

CONSIDER SIMPLE AND PRACTICAL WAYS TO REWARD YOURSELF WHENEVER YOU REACH A GOAL OR SUB-GOAL:

- TAKE A WALK IN NATURE,
- SOAK IN A WARM BATH,
- COOK YOUR FAVORITE DINNER OR INDULGE IN A MASSAGE,
- SPEND TIME WITH FRIENDS,
- HELP SOMEONE ELSE OUT, SING OUT LOUD,
- GO TO A DANCE WITH A LIVE BAND, CREATE SOMETHING,
- BUY YOURSELF SOMETHING YOU WOULD LOVE TO HAVE
- SIT QUIETLY UNDER A TREE AND JUST BREATHE, LOOK AROUND AT THE SCENERY, AND BREATHE, THINK ABOUT THE GOOD THINGS THAT YOU HAVE AND SMILE TO YOURSELF-YOU ARE THE ONLY YOU THERE EVER WILL BE.
- ***REMEMBER THAT STUDENTS CAN'T DO SOME OF THESE REWARDS IN THE CLASSROOM. SO THINK OF SOME FOR THEM.***



TASK TWELVE - VIDEO AND QUESTION

- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=KZVM1M8ZQ5G](https://www.youtube.com/watch?v=KZVM1M8ZQ5G) 3.40 MIN. RELATIONSHIP BUILDING WITH STUDENTS
- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=XJZX0VDMGKE](https://www.youtube.com/watch?v=XJZX0VDMGKE) 3.08 MIN. KNOW YOUR STUDENTS
- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=EWIV3WWYGS4](https://www.youtube.com/watch?v=EWIV3WWYGS4) 3.41 MIN. TRAUMA INFORMED LENS IN THE CLASSROOM
- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=LTIZNCBIS4G](https://www.youtube.com/watch?v=LTIZNCBIS4G) 5.27 BRAIN AND THINKING AND LEARNING –TEACHES TO HAVE CONTROL OVER THE LIZARD BRAIN.
- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=IBHYO3Q2VES](https://www.youtube.com/watch?v=IBHYO3Q2VES) 3.42 MIN. PRESCHOOL/K STUDENTS DOING MINDFULNESS

WATCH TWO OF THESE VIDEOS. TELL ME WHY YOU CHOSE THEM AND IF YOU LEARNED ANYTHING FROM THEM THAT YOU CAN USE FOR YOURSELF OR YOUR CLASSROOM.

We Are Teachers- A Wonderful website for Teachers.

<https://www.weareteachers.com/category/teaching-strategies/>

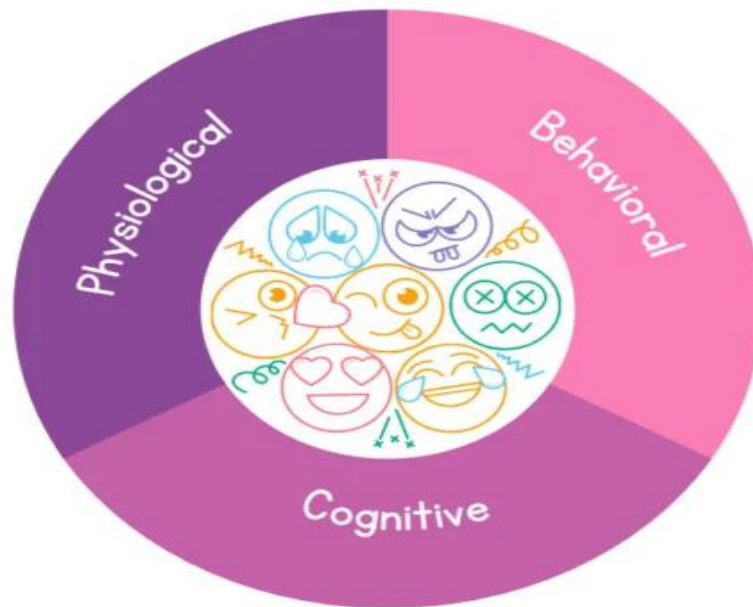
Next slides came from their website ideas.

Blue zone is low energy, green is ideal, yellow is slightly elevated and red is extremely high arousal.

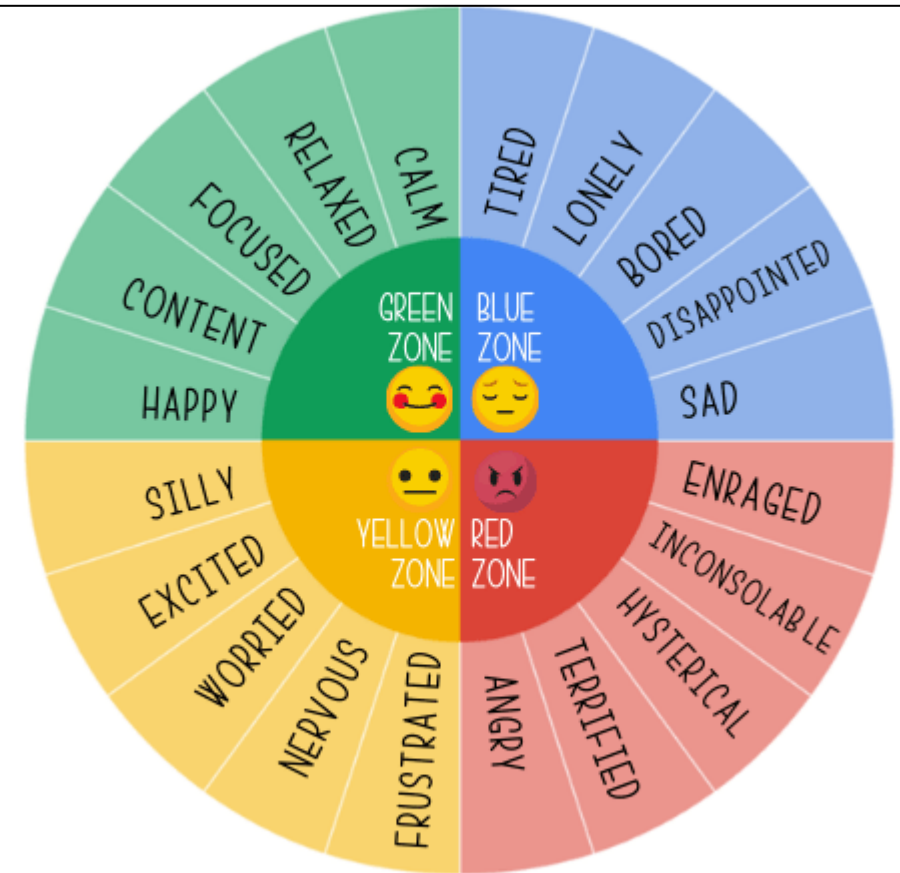
There are more specific physiological responses to each emotion. For example, excited and worried both fall into the yellow zone. Both emotions cause an elevated arousal level. However, the two emotions feel very different.

he's extraordinary
TOOLS FOR RAISING AN EXTRAORDINARY PERSON

COMPONENTS OF EMOTIONAL REACTIONS



Children who struggle to identify their emotions can benefit from explicit teaching of each of these components and the corresponding emotions.



he's extraordinary



Kids who are able to identify their
emotions

- ✓ Display fewer problems
- ✓ Do better in school
- ✓ Are more empathetic and supportive of others
- ✓ Develop healthy coping skills
- ✓ Are more resilient
- ✓ Have a positive self-image
- ✓ Better mental health
- ✓ Have positive stable relationships with others

he's extraordinary
TOOLS FOR RAISING AN EXTRAORDINARY PERSON

THE **ZONES** *of regulation*

sad
bored
tired
sick

calm
happy
focused
ready to learn

excited
silly
frustrated
nervous
hyper

out of control
anger
rage
terror

he's
EXTRAORDINARY
Resources for Raising an Extraordinary Person

Love this activity. Do this walking to lunch or out to recess or at recess.



Emotions Scavenger Hunt Checklist

Go someplace where there are plenty of people that you can observe. Before you start your scavenger hunt make sure the children understand all the feeling words. It's fun to act them out. Look for people who match the emotions and feelings. Cross off the emotions as you find them.



Sleepy



Confused



Silly



Happy



Sad



Furious



Surprised



Angry



Embarrassed



Loving



Bored



Sick

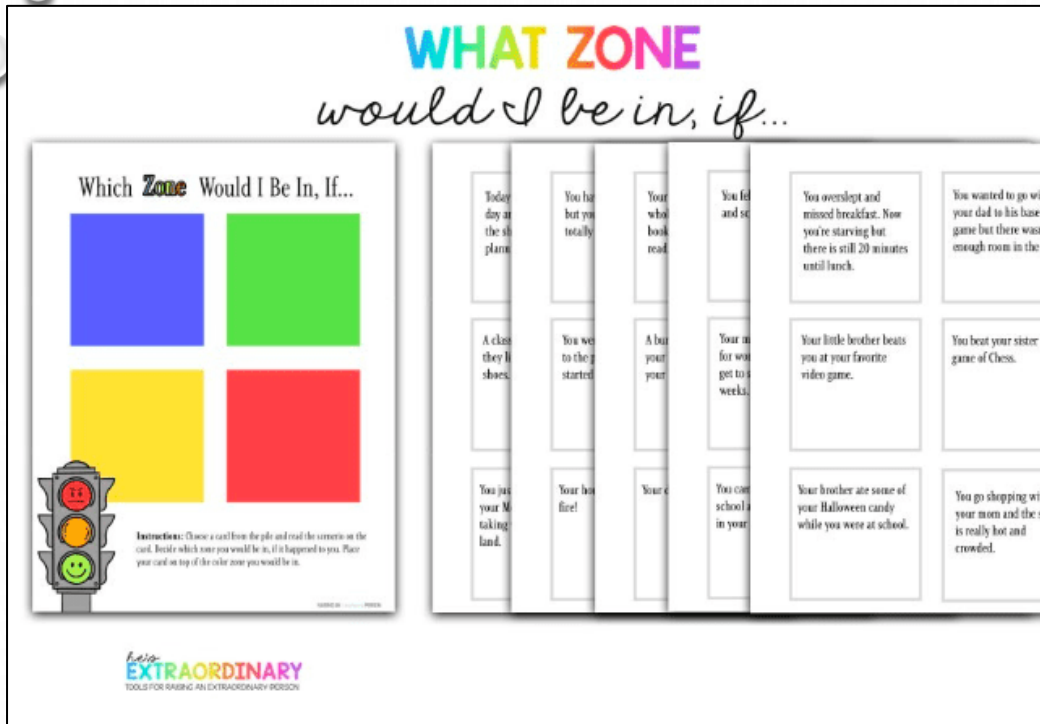


free printable
Emotions Sorting Game



When students get angry or frustrated, they can use this coping strategy to help calm themselves down. Ask them to brainstorm six things that make them happy or feel calm inside. Then, have them write down their strategies on each piece of a **calm-down sandwich. You can do it too.**

Remember that these zones are for you, too. The teacher needs to name their feelings, too.

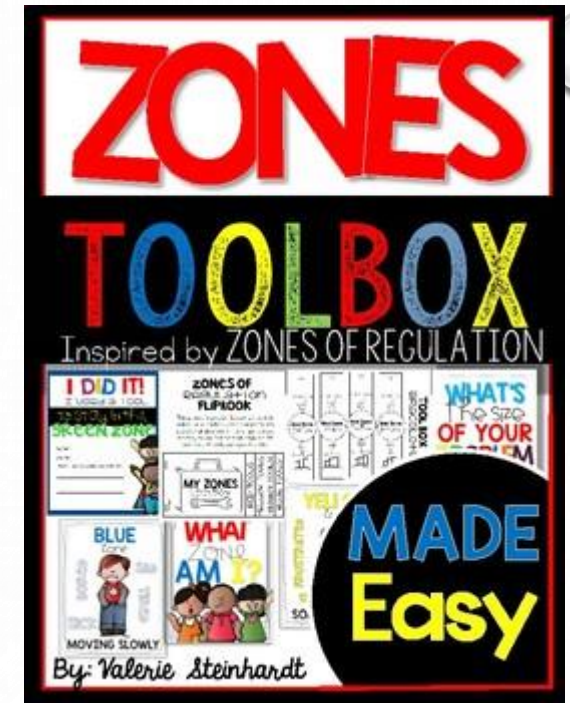
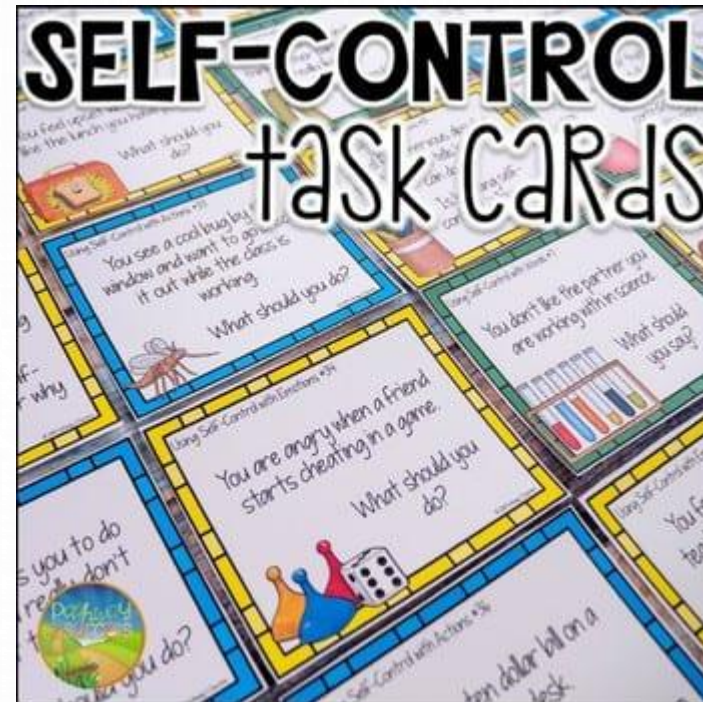
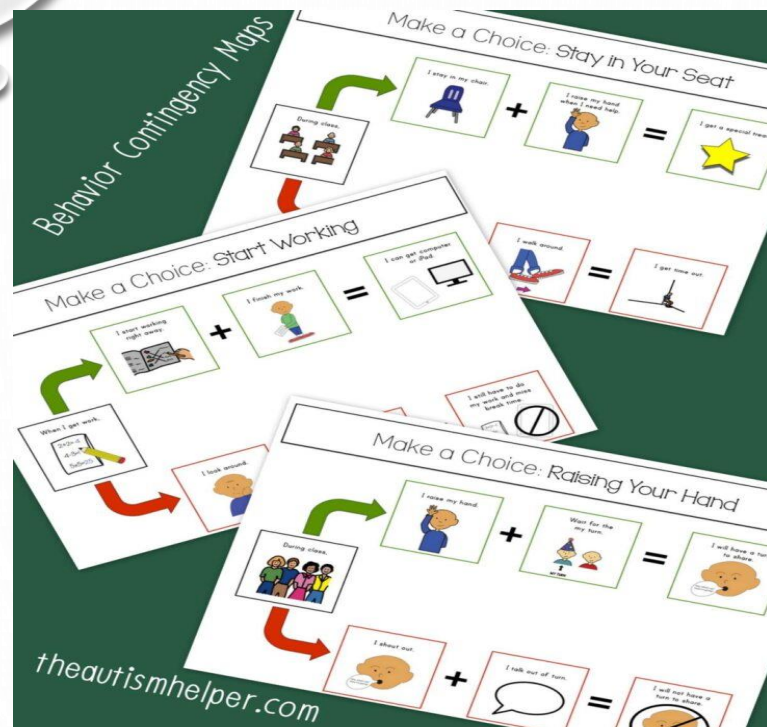


<http://speech-specialied.blogspot.com/2012/03/sensory-break-center.html> Free copy of the poster here.

This free activity includes 30 cards with hypothetical situations, plus a page for sorting the cards into the zones. Read the cards and let students decide which zone THEY feel they would be in if this happened to them. You can ask questions about why they feel that way to encourage discussion.

These came from Special Ed blog.





<https://www.teacherspayteachers.com/Product/Zones-Toolbox-Inspired-by-Zones-of-Regulation-3985544>

Throughout the school day, students and you make behavior choices (for better or worse). Use these picture maps to help students understand the consequences of making different choices. They are very effective because they illustrate the results of both desired and undesired behaviors in a concrete way. Best for students in K–5.

Formative Assessments to see if students are self-regulating
<https://www.weareteachers.com/25-formative-assessment-options/>

These are Differentiation with SEL

5 BEST THINGS ABOUT STANDARDS-BASED GRADING

1. It values progress
2. It reduces student stress
3. It reduces grading time
4. It makes differentiation and acceleration easier
5. It makes planning SO much more purposeful

@weareteachers

Level work for students using data

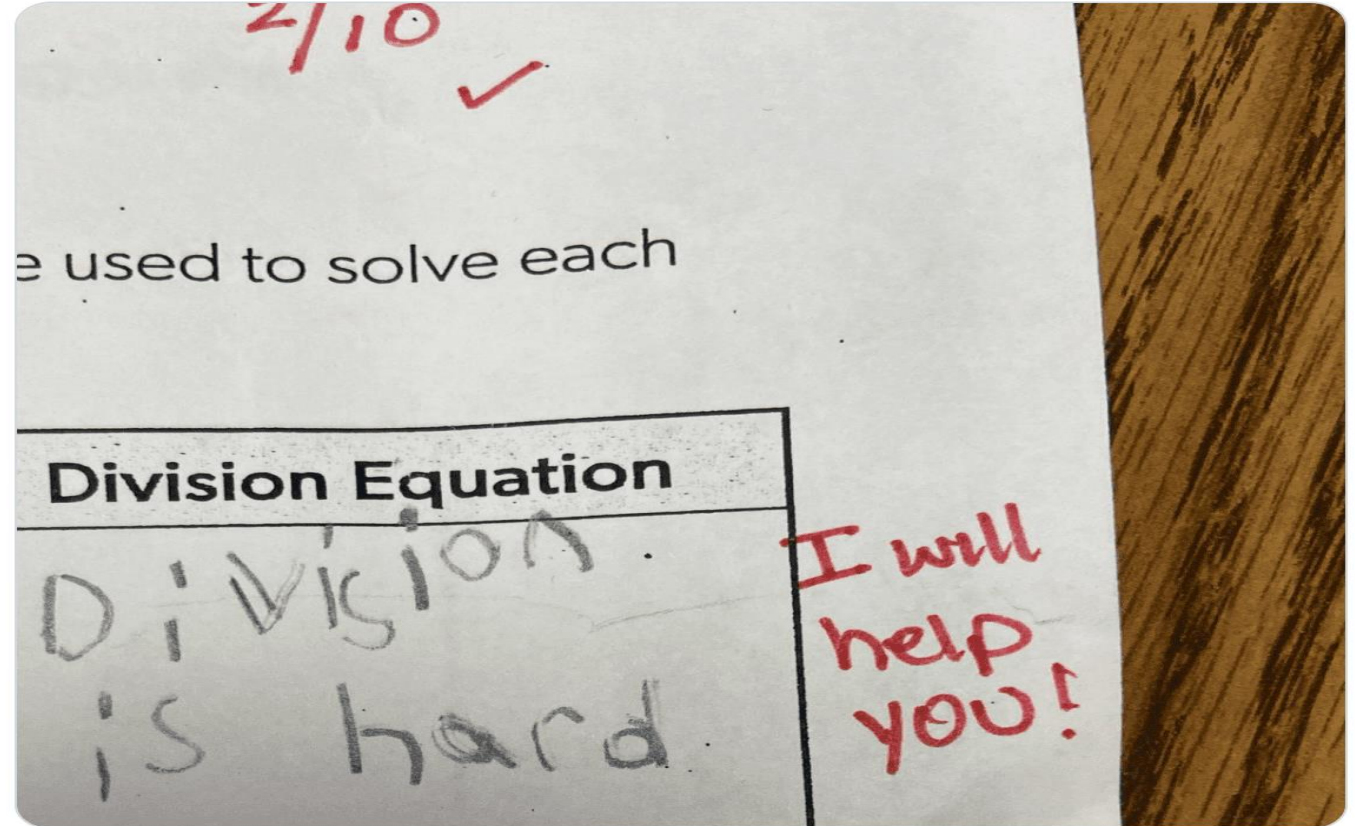
USING A CCSS BASED RUBRIC –DIFFERENTIATION CAN HAPPEN

- WHEN WE READ NONFICTION TEXT, WE DO IT IN THREE LEVELS. **STUDENTS WHO CONSISTENTLY SCORE A FOUR** ON NONFICTION ASSIGNMENTS WRITE A COMPLEX SUMMARY AND ANALYSIS, OFTEN IN GROUPS, SO THEY HAVE EXTRA SUPPORT.
- **STUDENTS WHO ARE ON LEVEL** RESPOND IN WRITING TO A GRADE-LEVEL QUESTION.
- **STUDENTS WHO GENERALLY SCORE IN THE ONE-TWO RANGE** WORK IN A GROUP WITH ME TO MAKE SURE THEY UNDERSTAND THE READING AND HOW TO RESPOND.



Bonnie
@yafavoriteaunty

One of my babies didn't do his homework. No kid should be embarrassed because they lack knowledge. So I tell them to write me notes and I write back. No outbursts, no displays. So he gets credit just for turning it in and letting me know he's struggling



9:06 AM · Feb 10, 2022 · Twitter for iPhone

Task Thirteen—Look at this slide then go to the hyperlink and answer the questions on the SELF CARE PROMISE.

ACCORDING TO THE NATIONAL INSTITUTE OF MENTAL ILLNESS (NAMI), THERE ARE SIX ELEMENTS TO SELF-CARE:

- PHYSICAL
- PSYCHOLOGICAL
- EMOTIONAL
- SPIRITUAL
- SOCIAL
- PROFESSIONAL

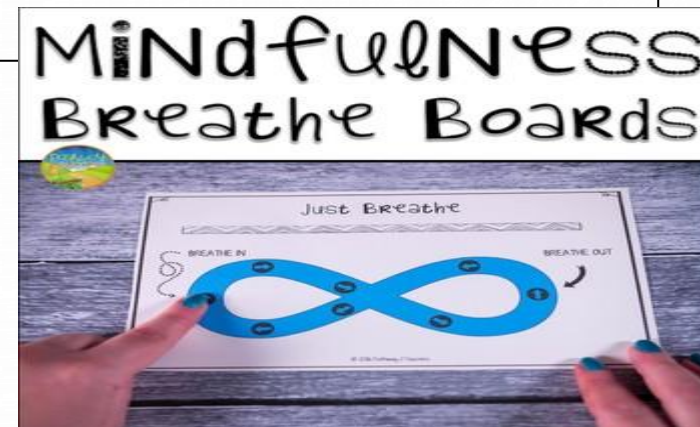
Here are a few examples of prompts to help you reflect on and evaluate your yearly goals:

1. Which lessons were most effective with your students, and which were least effective?
2. What were some class challenges this year and how did you handle them?
3. How would you describe your relationship with students, parents, and colleagues this year?
4. What do you want to change for next year? How do you want to change it?
5. What are your teacher goals for the next school year?

You could also ask for advice from colleagues on how to tackle certain issues or what they perceive as your strengths and weaknesses.

<https://positivepsychology.com/wp-content/uploads/2020/05/My-Self-Care-Promise.pdf>

What got in the way of your self-care today?
You might have to copy and paste into browser.




My happiness is up to me.

Name: _____ Date: _____

POSITIVE THOUGHTS & AFFIRMATIONS

1. There is no one better to be than myself.	27. I am proud of myself.
2. I am enough.	28. I deserve to be happy.
3. I get better every single day.	29. I am free to make my own choices.
4. I am an amazing person.	30. I deserve to be loved.
5. I can work through my problems.	31. I can make a difference.
6. Today I am a leader.	32. Today I choose to be confident.
7. I forgive myself for my mistakes.	33. I am in charge of my life.
8. My challenges help me grow.	34. I have the power to make my dreams true.
9. I am perfect just the way I am.	35. I believe in myself and my abilities.
10. My mistakes help me learn and grow.	36. Good things are going to come to me.
11. Today is going to be a great day.	37. I matter.
12. I have courage and confidence.	38. My confidence grows when I step outside of my comfort zone.
13. I can control my own happiness.	39. My positive thoughts create positive feelings.
14. I have people who love and respect me.	40. Today, I will work through my challenges.
15. I stand up for what I believe in.	41. I am open and ready to learn.
16. I believe in my goals and dreams.	42. Every day is a fresh start.
17. It's okay not to know everything.	43. If I fail, I will get back up again.
18. Today I choose to think positive.	44. I am whole.
19. I can get through anything.	45. I only compare myself to myself.
20. I can do tough things.	46. I can solve problems and challenges.
21. I give myself permission to make choices.	47. It is enough to do my best.
22. I can do better next time.	48. I can be anything I want to be.
23. I have everything I need right now.	49. I accept who I am.
24. I am capable of so much.	50. Today is going to be an awesome day.
25. Everything will be okay.	
26. I believe in myself.	



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Name: _____ Date: _____

MY POSITIVE THOUGHTS & AFFIRMATIONS

List some positive thoughts and affirmations you can say to yourself.

#1	There is no one better to be than myself.
#2	I am enough.
#3	I can make a difference.
#4	I am proud of myself.
#5	Today will be a great day.
#6	I can get through anything.
#7	I matter.
#8	I believe in myself.
#9	My challenges help me grow.
#10	I get better every single day.

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Positive Affirmations

for Kids & Young Adults

There is no one better to be than myself.

I am enough.

I get better every single day.

I am an amazing person.

All of my problems have solutions.

Today I am a leader.

I forgive myself for my mistakes.

My challenges help me grow.

I choose my own attitude.

I'm choosing to have an amazing day.

www.thepathway2success.com

THE NEXT STEP IS TO WRITE A LETTER TO YOURSELF EXPRESSING COMPASSION, UNDERSTANDING, AND ACCEPTANCE FOR THE PART OF YOURSELF THAT YOU DISLIKE.

AS YOU WRITE, FOLLOW THESE GUIDELINES:

- IMAGINE THAT THERE IS SOMEONE WHO LOVES AND ACCEPTS YOU UNCONDITIONALLY FOR WHO YOU ARE. WHAT WOULD THAT PERSON SAY TO YOU ABOUT THIS PART OF YOURSELF?
- REMIND YOURSELF THAT EVERYONE HAS THINGS ABOUT THEMSELVES THAT THEY DON'T LIKE, AND THAT NO ONE IS WITHOUT FLAWS. THINK ABOUT HOW MANY OTHER PEOPLE IN THE WORLD ARE STRUGGLING WITH THE SAME THING THAT YOU'RE STRUGGLING WITH.
- CONSIDER THE WAYS IN WHICH EVENTS THAT HAVE HAPPENED IN YOUR LIFE, THE FAMILY ENVIRONMENT YOU GREW UP IN, OR EVEN YOUR GENES MAY HAVE CONTRIBUTED TO THIS NEGATIVE ASPECT OF YOURSELF.
- IN A COMPASSIONATE WAY, ASK YOURSELF WHETHER THERE ARE THINGS THAT YOU COULD DO TO IMPROVE OR BETTER COPE WITH THIS NEGATIVE ASPECT. FOCUS ON HOW CONSTRUCTIVE CHANGES COULD MAKE YOU FEEL HAPPIER, HEALTHIER, OR MORE FULFILLED, AND AVOID JUDGING YOURSELF.
- AFTER WRITING THE LETTER, PUT IT DOWN FOR A LITTLE WHILE. THEN COME BACK TO IT LATER AND READ IT AGAIN. IT MAY BE ESPECIALLY HELPFUL TO READ IT WHENEVER YOU'RE FEELING BAD ABOUT THIS ASPECT OF YOURSELF, AS A REMINDER TO BE MORE SELF-COMPASSIONATE.

FREE RESOURCES FOR TEACHERS AND EDUCATORS

- [HTTPS://DOVETAILLEARNING.ORG/FREE-OPEN-EDUCATION-RESOURCES/?GCLID=EAIAIQOBCHMI6ZSH76AN_QIVPYLBCH3IEWYQEAAYAYAAEGIWVFD_BWE](https://DOVETAILLEARNING.ORG/FREE-OPEN-EDUCATION-RESOURCES/?GCLID=EAIAIQOBCHMI6ZSH76AN_QIVPYLBCH3IEWYQEAAYAYAAEGIWVFD_BWE) FREE DOWNLOADS OF LOTS OF TOPICS
- [HTTPS://GO.PANORAMAED.COM/HUBFS/RE-BRAND%20-%20PANORAMA%E2%80%99S%20ADULT%20SEL%20MEASURES.PDF](https://GO.PANORAMAED.COM/HUBFS/RE-BRAND%20-%20PANORAMA%E2%80%99S%20ADULT%20SEL%20MEASURES.PDF) SEL TOOLKIT FOR EDUCATORS TO USE FOR QUESTIONS TO HELP WITH ADULT SEL AREAS. THIS CAN HELP SCHOOLS SEE WHERE THEY ARE IN CARING FOR THE ADULTS IN THEIR BUILDING/DISTRICT
- [HTTPS://GO.PANORAMAED.COM/HUBFS/RE-BRAND%20GROWTH%20CIRCLES.PDF](https://GO.PANORAMAED.COM/HUBFS/RE-BRAND%20GROWTH%20CIRCLES.PDF) GROWTH CIRCLES AND HOW TO SET A GOAL FOR SEL AND KEEP TRACK OF MEETING THAT GOAL
-

<https://go.panoramaed.com/hubfs/Inclusive%20Get-to-Know-You%20Questions%20for%20Educators.pdf>

Get to Know You -Download for Teachers/administration



Name: _____ School District: _____

Adult SEL Self-Reflection Worksheet

Session Goals

School leaders and/or educators will be able to:

- (1) Develop a foundational understanding of social-emotional learning;
- (2) Explore their own SEL strengths and areas for growth, and;
- (3) Examine their role in advancing an inclusive school climate.

Do Now

Think of one student to whom you would like to dedicate your work today. This may be a student you worked with years ago, or one whom you will see in the near future.

Reflect below and note:

- Who is this student?
- Why did you choose this student?
- What are your hopes for this student's future?

Having flexibility is to have the ability to shift perspectives and actions when new or unexpected events arise. This skill—or set of skills—allows us to adapt more easily to otherwise stressful and difficult situations, without becoming overwhelmed for prolonged periods of time. [Gil Noam Ed.D., Dr. Habil](#)
Psychology Today, March Issue 2020

**TASK FOURTEEN– GO TO THIS WEBSITE BELOW AND
ANSWER THE QUESTIONS IN TWO OF THE BOLDED PARTS.**

[HTTPS://GO.PANORAMAED.COM/HUBFS/INCLUSIVE%20GET-TO-KNOW-
YOU%20QUESTIONS%20FOR%20EDUCATORS.PDF](https://go.panoramaed.com/hubfs/inclusive%20get-to-know-you%20questions%20for%20educators.pdf)

WHEN WE LEARN ABOUT EACH OTHER, WE FEEL MORE CONNECTED TO EACH OTHER AND THE IMPORTANT WORK WE DO.

- 1. JUST SEND ME A SUMMARY OF WHAT YOU THOUGHT ABOUT THE QUESTIONS THEY ASKED AND WOULD IT HELP YOU TO LEARN ABOUT YOUR PEERS IF THIS WAS USED IN A STAFF MEETING? WOULD YOU FEEL OKAY TO SHARE YOUR ANSWERS WITH ADMINISTRATION OR IF YOU ARE ADMINISTRATOR WOULD YOU BE OKAY SHARING YOUR ANSWERS WITH A TEACHER?**
- 2. WHAT ARE THREE AWESOME THINGS ABOUT YOURSELF? THIS IS ONE QUESTION THEY ASK. I WOULD LIKE FOR YOU TO ANSWER THAT QUESTION AS PART OF TASK FOURTEEN.**

MINDSET MATTERS

Change your words to
change your mind.

I made a
mistake.

Mistakes help
me learn.

I can't
do it.

I'm on
the right
track.

It's good
enough.

Is this my
best work?

I give up.

Let me
try
another
way.

I'm not good
at this.

I'm just
getting
started.

I'm a natural.

I improve
with practice.

This is too
hard.

This may take
some effort.

TASK FIFTEEN

WHICH ONE OF THESE SITES DO YOU NEED?

- [HTTPS://WWW.CRATEJOY.COM/COLLECTION/TEACHER-GIFTS/?UTM CAMPAIGN=2231599 1437989&SSCID=21K7 RZVFA&UTM MEDIUM=AFFILIATE&UTM SOURCE=SAS 2231599](https://www.cratejoy.com/collection/teacher-gifts/?utm_campaign=2231599_1437989&sscid=21k7_rzvfa&utm_medium=affiliate&utm_source=sas_2231599) TEACHER SELF CARE BOXES YOU CAN ORDER FOR YOURSELF OR OTHERS.
- [HTTPS://OURBLUERIDGEHOUSE.COM/35-HIGH-PROTEIN-LUNCH-IDEAS-FOR-WORK/](https://ourblueridgehouse.com/35-high-protein-lunch-ideas-for-work/) HEALTHY LUNCHES
- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=RBBJ3KNZMYE](https://www.youtube.com/watch?v=RBBJ3KNZMYE) 2.59 YOGA AND MINDFULNESS IN CLASSROOM
- [HTTPS://OURBLUERIDGEHOUSE.COM/WALKING-BAREFOOT/](https://ourblueridgehouse.com/walking-barefoot/) HEALTHY WAY TO WALK

TEACHERS FAVORITE SELF CARE ACTIVITIES FROM A RECENT FB POLL

Leave at your contracted time
Don't do school work over the weekend
Long hot showers
Doing your nails
Enjoy a hot cup of tea or coffee
Dinner after school with your teacher besties
Monthly massages
Separate your emotions from the stress of the classroom
Read a good book
Drink a glass of wine
Binge watch your favorite show
Bubble baths
Listening to your favorite music
Limit screen time
Diamond painting
Only check emails on contracted time
Go to the gym
Start the day in a quote
Turn off your phone and give yourself 1 full hour of off-time
Get a facial
Date nights with your spouse
Game nights with friends or family
Pool time
Visit the local library for quiet time
Go for a walk

Benefits of regularly doing the teacher self care ideas:

- experience more happiness
- have positive emotions
- improve your personal life
- attract different people bring more joy to your days
- improve your physical health
- see a huge difference in your mental health
- start achieving personal goals
- begin focusing on the best things during the day rather than the typical stresses
- handle classroom management in a more effective way



BENEFITS OF REGULARLY DOING THE TEACHER SELF CARE IDEAS:

- EXPERIENCE MORE HAPPINESS
- HAVE POSITIVE EMOTIONS
- IMPROVE YOUR PERSONAL LIFE
- ATTRACT DIFFERENT PEOPLE BRING MORE JOY TO YOUR DAYS
- IMPROVE YOUR PHYSICAL HEALTH
- SEE A HUGE DIFFERENCE IN YOUR MENTAL HEALTH
- START ACHIEVING PERSONAL GOALS
- BEGIN FOCUSING ON THE BEST THINGS DURING THE DAY RATHER THAN THE TYPICAL STRESSES
- HANDLE CLASSROOM MANAGEMENT IN A MORE EFFECTIVE WAY



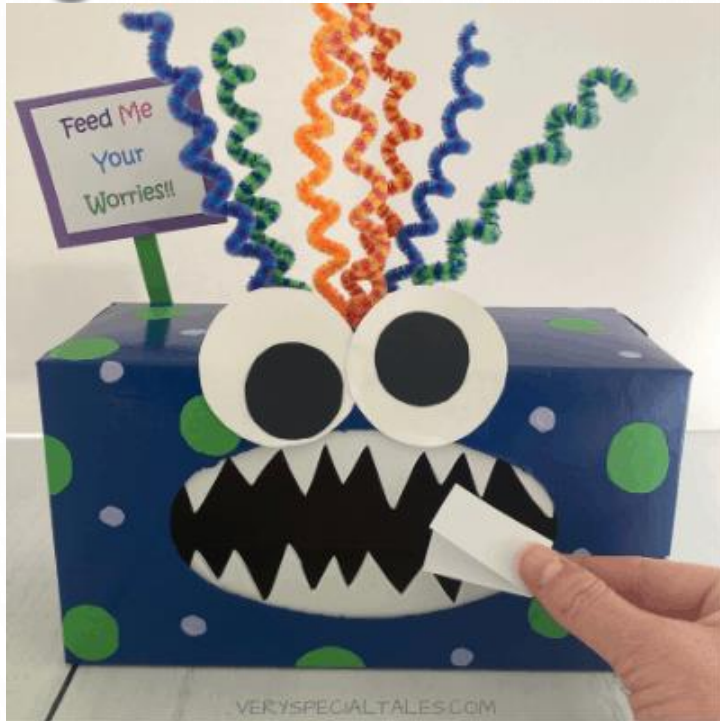
IDEAS FOR TREATING YOURSELF OR A FRIEND

- SUMMER SURVIVAL BEACH GIFT – WRAP SUNSCREEN, FLIP FLOPS, AND A MAGAZINE IN A CUTE BEACH TOWEL.
- FUN IN THE SUN TOTE BAG – THIS TOTE WILL COME IN USE ALL SUMMER LONG! FILL WITH THEIR FAVORITE THINGS.
- ONE SWEET TEACHER TREAT BUCKET – FILL A SMALL BUCKET WITH THEIR FAVORITE SWEET TREATS
- “YOU’RE ONE SHARP TEACHER” WITH A SHARPIES GIFT SET
- “I LIKE THE WAY YOU ROLL” CINNABON BAKING KIT
- “PLAN ON HAVING A GOOD SUMMER”: TEACHER PLANNER WITH FLAIR PENS
- HERB GIFT TO GROW IN YOUR CLASSROOM
- “HANDS DOWN...YOU’RE THE BEST TEACHER AROUND” WITH BATH AND BODY HAND SOAP
- “IF TEACHERS WERE FLOWERS, I’D PICK YOU” FRESH BOUQUET OF FLOWERS.
- “HAVE A TOE-TALLY AWESOME SUMMER”: NAIL FILES AND NAIL POLISH IN A SMALL BASKET
- SWEET SUMMER BOUQUET: CANDY BARS, CANDY...ANYTHING SWEET
- “YOU’RE THE BALM TEACHER” EOS LIP BALM
- “YOU’RE THE BOMB” ORGANIC BATH BOMB GIFT SET
- WE NEED S’MORE TEACHER’S LIKE YOU” KIT FOR MAKING SMORES
- A HANDWRITTEN POEM OR QUOTE FRAMED
- GIFT CERTIFICATE FOR TEACHER SUPPLIES THEY NEED

What can teachers do for self-care?

- Set and maintain boundaries. ...
 - It’s important to schedule your day to include an actual end time, as well as time for breaks and self-care practices.
- Acknowledge moments of gratitude or joy.
 - Set a timer for 2 times a day to remind you to be grateful. Writing down humorous moments, something that made you smile, or something you’re thankful for.
- Reflect on your feelings and needs.
 - Recognize and name your emotions. When you’re aware of a new feeling, take a moment to reflect: ...
- Recognize what is and isn't in your control.
 - Make a simple T-Chart to write down what is and isn’t in your control

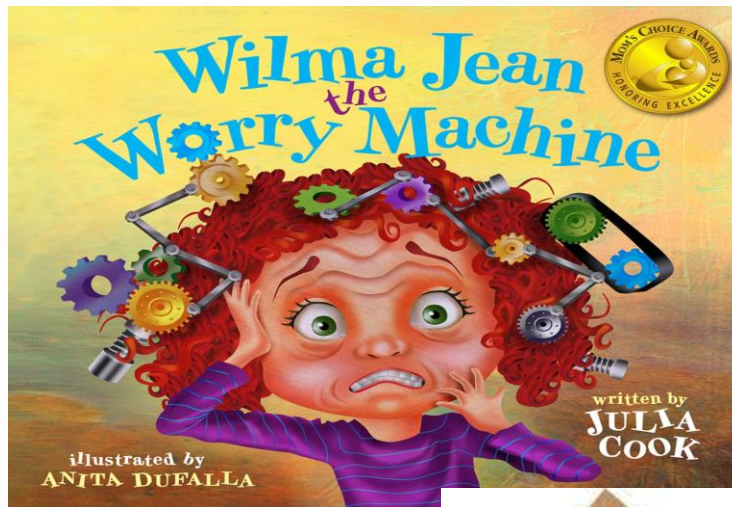
WORRY JARS OR BOXES



Do you have a class mascot?

When worry thoughts, frustration or overwhelming feelings strike, your student or YOU can write them down on a piece of paper and store them away in their worry. This means we are putting our worries away and putting our energy into learning new things.

ART TEACHERS COULD MAKE THESE IN THEIR ART ROOM SO STUDENTS COULD TAKE THEM HOME.



LET'S TAKE CARE OF YOU-REVIEW

1. LEARN TO SAY “NO” MORE OFTEN.

- THERE ISN'T ENOUGH TIME IN THE DAY TO IMPRESS EVERYONE *AND* BE MENTALLY BALANCED.
- THERE'S POWER IN LETTING GO AND SIMPLY LETTING OTHERS HAVE THE GLORY.

2. MAKE A COMMITMENT TO YOURSELF

- IT DOESN'T MATTER IF IT'S WITH YOUR FAMILY, SOLO, OR WITH YOUR FURRY FRIENDS. USE THE TIME TO FOCUS ON YOU AND THE THINGS YOU LOVE.

3. DEFINE YOUR BOUNDARIES.

- DISCONNECT FROM WORK.
- AFTER WORK HOURS, *YOU* MANAGE YOUR SCHEDULE.

4. EXERCISE.

5. EAT HEALTHY

6. CHOOSE YOUR SURROUNDINGS WISELY.

7. SET THE TONE EARLY IN THE MORNING.

8. FOCUS ON THE THINGS THAT MAKE YOU HAPPY.

9. FEED YOUR BODY, MIND, SOUL, AND SPIRIT BY NOURISHING YOU.

TASK SIXTEEN

- STRESS IS IN OUR LIVES TO STAY. THERE ARE GOOD STRESSORS AND BAD ONES.
 - HOPEFULLY, THIS TRAINING GAVE YOU SOME IDEAS TO SUPPORT BEING LESS STRESSED AND HAPPIER.
1. ARE YOU OKAY? **TELL ME WHAT ONE THING WAS IMPORTANT TO YOU IN THIS TRAINING?**
 2. JUST KNOW THAT I AM AN EMAIL AWAY IF YOU NEED SOMEONE TO LISTEN.

NOW GO AND HAVE A GREAT DAY WITH YOURSELF. YOU ARE AN IMPORTANT PERSON IN THIS WORLD. JUST REMEMBER THAT THERE IS NO ONE LIKE YOU!!!!!!!