

A Cookbook of Teaching Strategies and
Suggestive Resources
for
Supporting Social and Emotional Learning
in the Classroom or in a School Environment



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IT ALL BEGINS WITH POSITIVE RELATIONSHIPS, CONNECTION AND BELONGING

Developing Teacher to Student and Student to Student Relationships

Relationships matter. Classroom teachers spend probably more time with students than any other adults besides their family. Commit to building positive, safe, caring, nurturing, culturally relevant and responsive, trusting, and affirming environments for ALL. Our students are everyone's responsibility. Be the reason someone feels seen, valued, heard, and supported.


Positive connections with others foster belonging. A true connection goes deeper than a casual acquaintance. There is a difference between fitting in and belonging. Fitting in is about wanting to be like others. Belonging however, is being who you are without fear or ridicule or embarrassment. You innately feel like you don't have to change. No one should feel like they have to check their identity at the door.

Building strong relationships with students is the foundation for everything we do; classroom management, instruction, and student achievement. Strong, trusting relationships ensure all students feel welcome, safe and ready to learn. Belonging is a fundamental human need.

Alan Beck (1994) reminds us that we "can't take care of the Bloom stuff until we have taken care of the Maslow stuff". A successful school year requires dedicating time and effort to adequately get to know students as individuals and build an inclusive and supportive community inside and outside of the classroom.

Moods and behaviors are contagious. Research from the [Framingham study](#) found that happiness and sadness spread through the town. One person's happiness triggers a chain reaction that benefits not only his friends, but his friends' friends, and his friends' friends' friends. The effect lasts for up to one year. Living near a friend who becomes happy increases your probability of becoming happy by 25%.

The list below provides a variety of strategies and supporting resources that will assist teachers in the relationship building process.

Strategy	Description:	How To Do It/Supporting Resources
Be emotionally supportive for students. Build relationships before building assessments.	<p>Students who feel safe and supported at school are better able and ready to learn. All learning is social and all learning is emotions.</p> <p>One of the conclusions arising out of a recent study on student disengagement (Horner et al, 2015) is that students all too often perceived their teachers as not caring about them as people, not having empathy for their emotions they may be bringing into the classroom, and not showing any interest in their lives outside of school.</p>	<p> The Power of Relationships in Sc...</p> <p>Watch this: Rita Pierson: "Every Kid Needs a Champion"</p>
A short, positive interaction with a student at the start of the school year can pay off all year long.	The Power of a 45-Second Investment in Relationship Building	https://www.edutopia.org/article/building-relationships-students-first-week
Important Questions to Ask Your Students	Discovering your students' answers to these questions can help you create positive conditions for learning.	<p>Try these:</p> <p>https://www.edutopia.org/article/important-questions-ask-your-students/</p>

Creating a Sense of Community in High School From Day 1	At the beginning of the year, using class time for team building can help ninth graders with the transition to high school.	Try these: https://www.edutopia.org/article/first-week-of-high-school-activities
Foster R-E-S-P-E-C-T	Evaluate how you treat others in your school on a daily basis.	Try this: Principles for How We Treat Each Other Try this: Commitments on How to Treat Each Other
Accentuate the Positive: Create Micro Affirmations	This brief article and one-minute video from the Harvard Graduate School of Education discuss the transformative power of "micro affirmations."	Try this: Accentuate the Positive
The Importance of Routines. Try meeting questions in the morning.	Research shows routines help focus our attention, limit distractions, help to "trigger" behaviors we've practiced in advance, as well as generally help us feel optimistic, energized and confident.	https://learn-grow-blossom.com/105-morning-meeting-sharing-ideas/ 105 Morning Meeting Sharing Ideas And https://www.centervention.com/morning-meeting-questions/
Effective Classroom Management.	Whether our emotions get the best of us, or we fall into familiar but unproductive habits, here are 7 common classroom management mistakes, and what the research says you should do instead.	Try this: 7 Classroom Management Mistakes and Research Ways to Fix Them
Greet students by name at the door, during class,	Ensuring that you know each student's name AND the correct	Try this: Why Pronouncing Students' Names is Important to Building Relationships

pronounce their names correctly and identify preferred pronouns.	<p>pronunciation communicates to them that they matter.</p> <p>Take the time to learn each student's name, preferred nicknames and correct pronunciations and their preferred pronouns as the first step to building strong teacher-student relationships.</p>	<p>Try this: Make Connections With Greetings at the Door</p> <p>Try this: Greet students by name, notice something about them, ask how they are doing. This simple act ensures that each and every student is seen and that you care enough to ask. It also communicates to students that you are interested in them as individuals.</p>
12 Ways to Build Strong Relationships with Students	<p>Student engagement is one of the most fundamental requirements of learning. Without an engaged mind, everything else—no matter the quality of the pedagogy or the cleverness of the technology—is futile. And one of the useful ways to make improvements here is by having a strong relationship with your students.</p>	<p>Try this: 12 Ways to Build Strong Relationships</p>
Create 'The Cocktail Party Effect' in the classroom or school.	<p>Pat Wolfe, author of <i>Brain Matters</i> (2010) identified the "cocktail party effect." This phenomenon refers to the brain's ability to block out chatter in situations such as a cocktail party, where many conversations are occurring at the same time and the brain has the ability to filter out talk that is not important. However, the moment that you hear your name, your brain instantly begins to focus on the</p>	<p>Try this: Be a name caller, regularly check in with all students.</p> <p>https://theinspiredclassroom.com/2011/02/conversations-in-the-classroom-the-cocktail-party-philosophy/</p>

	conversation that included your name.	
The Power of Being Seen	Reflect on how well you know your students as individuals and identify how to strengthen relationships with individual students.	Read this: The Power of Being Seen and the Positive Effects
Adopt rituals in your classroom.	Rituals help us stay present and dampen negative thoughts and emotions.	Almost all professional athletes use rituals because it gives them a feeling of control. Rituals are a coping mechanism when we feel we might be overmatched (high degree of uncertainty with a low degree of control). Try this: https://teacher.scholastic.com/classroom_management_pictures/index.html And Rituals and Routines
Show up beyond the classroom	Have you attended a sporting event, a concert, a theater play or a musical, or a club event? Perhaps consider volunteering to help out with club events or activities that your students participate in.	Read this: Attending Student Events Outside of School .
Communicate using the Golden Ratio, 5:1	Give positive, constructive feedback.	Communicate emphasizing positive feedback to increase intrinsic motivation in students. Use the magic ratio . Begin any feedback to students stating 5 truthful, specific, and constructive comments before offering 1 specific critical or negative comment. You can even double the ratio of positivity to 10:1! When communicating with students who are acutely sensitive to judgment, positive communication will work better than

		negative. This feedback becomes productive rather than destructive.
Build Positive Connections with Families	<p>Make it part of your routine to call home, send hand written notes or emails to share something positive about their child.</p> <p>They do not always expect to hear from us for something good.</p>	<p>The Power of Positive Phone Calls-1 (teacher resource)</p> <p>A Positive Phone Call Home (teacher resource)</p>
Use the 2 x 10 Strategy	<p>"The secret in teaching lies in respecting the student."-Ralph Waldo Emerson Can we win the trust of a challenging student?</p> <p>Spend 2 minutes per day for 10 days talking with a student. Talk before class begins, during a study or advisory block.</p>	<p>2 x 10 Conversations</p> <p>Try Finding Common Ground with 'Difficult' Students</p>
Conduct 5 minute favors to build a positive classroom community	Students can conduct 5 minute favors for classmates.	<p>The Power of the 5-Minute Favor</p> <p>Have everyone write down on sticky notes a small favor-something that they need help with from homework, to studying, to research, to learning a skill. This can be done anonymously. Students take the opportunity to select the favors that they think they can help another and come back the next day with the favor completed.</p>
Integrate a song of the day.	Music is a powerful way to set the tone in your classroom and can be used in a variety of ways depending on your comfort level. Play music when students walk in and turn it off to cue them for the start of the lesson.	<p>Music and Cultural Relevance</p> <p>How Music Benefits Your Classroom</p> <p>Using Music in your World Language Classes</p>

	Play music in the background during certain learning activities.	
Dialogue Journals	Embed relationship-building in your curriculum with dialogue journals. This is a good way for students and teachers to keep a running dialogue with each other through writing. It develops writing skills, but also helps build relationships.	How To of Dialogue Journals Why and How of Dialog Journals
Use Quote Notes	<p>Do your students know how you feel about them as individuals?</p> <p>This is a great way to acknowledge students that slip under the radar and don't win things like Student of the Term or awards at the end of the year? Why not send them a note to let them know you noticed something awesome they did?</p> <p>This resource is formatted to provide you with the option of sending digital notes to your students or hand-written notes.</p>	101 Phrases of Praise
Assess Yourself	As we look inward, we want to check for deficit-based thinking and actively counteract the natural negativity bias we carry by contemplating students' assets. This is not only a heartfelt approach, but an important equity.	<p>When we look at student performance and behavior from a deficit-oriented perspective as opposed to an assets-oriented one, it can be like seeing the glass half empty.</p> <p>It can impact how we relate to our students and cause harm by reinforcing our biases about them and what we think they are capable of.</p> <p>While it can be difficult to call on an assets-oriented lens when the</p>

		<p>teacher-student relationship feels challenging, this makes it all the more important to consider the following:</p> <p>Try this:</p> <p>Assets to Explore in your Students</p> <ul style="list-style-type: none"> •What about this student do I appreciate? •In what ways has this student demonstrated abilities, strengths, or resilience? •What gains has this student made this year? •What is this student excited or passionate about? •How is this student's unique background and lived experience showing up in the classroom? <p>Appreciating and enriching the assets of your students helps to show them that we actively care for them, instead of being indifferent to who they are. Indifference is an indicator that we are not engaging with someone.</p>
6 Word Memoirs	While there are a number of academic uses for this strategy, it can also be used to have students write personal 6 word memoirs at the beginning of the school year, quarter or semester.	6 Word Memoirs Teaching Ideas
Morning Meeting Warm-Up	Before you even present the agenda or discuss class learning objectives, engage students or have students engage with peers. Have them debate/forced choice debate or discuss	Attendance Question Options Attendance questions via Jessica Kirkland

	questions together. Conduct a class poll.	
Create a digital or paper 'unity quilt'	Each student creates their own personalized square on a joint unity quilt, but assembles it digitally instead.	Use the online collaborative whiteboard platform Miro (https://miro.com) Each square will look like a collage with images representing varied interests of every student. Later on, the classmates can guess whom each square belonged to. (Designed by Valentina Melnikova)
Use exit tickets as check-ins	Instead of using exit tickets as a way to assess content objectives, use them as a way to check in with students.	Jill Fletcher (2019) designed these sample exit ticket prompts: How are you feeling? What's new with you? What do you want to share with me?
Be an anti-racist educator	Anti-racism is a verb. Engage in vigilant self-awareness; acknowledge racism; teach representative history and materials and topics that are representative of students' cultures; Talk about race and race issues with students. See something, do something; See racism, do something about it.	Is it a Microaggression? Abolitionist Teaching Network Abolitionist Teaching & Learning With Bettina Love White Privilege: Unpacking the Invisible Knapsack Do some self-reflection: What about this student do I appreciate? In what ways has this student demonstrated abilities, strengths, or resilience? What gains has this student made this year? What is this student excited or passionate about? How is this student's unique background and lived experience showing up in the classroom?

		<p>Work with administrators to remove and replace models which harm Black, Brown, and Indigenous children.</p> <p>Investigate how existing SEL frameworks are weaponized against Black, Brown, and Indigenous children and communities.</p> <p>Invite diverse speakers.</p> <p>Integrate real-world problems. Create and present problems that students can relate to, that they can use their own cultural awareness to solve the problem.</p> <p>Advocate for or create ongoing humanizing professional development to support school-wide Abolitionist practices that affirm the inherent worth of Black, Brown, and Indigenous children and communities.</p> <p>Learn.</p>
Identity Safe Classrooms	In the book Identity Safe Classrooms, authors Steele and Cohn-Vargas promote efforts to ensure that students' social identities are an asset rather than a barrier to success in the classroom. The publisher made the resources and worksheets available as free downloads.	Identity Safe Classrooms Resources
Anti-Racism is a Verb	Antiracism is a verb. It is a commitment to diversity, inclusion, and social justice to honor the humanity of our students, teachers, administrators, friends, and peers. Without doing so serves to further oppress and	10 Keys to Everyday Anti-Racism Anti-Racist Allyship Hank VanPutten Ted Talk Anti Bias Self Assessment

	dehumanize already marginalized groups.	Creating an Anti-Bias Learning Environment
Ensure an Inclusive Education	Inclusive education is about looking at the ways our schools, classrooms, programs and lessons are designed so that all children can participate and learn. Inclusion is also about finding different ways of teaching so that classrooms actively involve all children. It also means finding ways to develop friendships, relationships and mutual respect between all children, and between children and teachers in the school.	4 Benefits of Inclusive Classrooms
Ensure a Culturally Responsive Curriculum and Classroom	Empowerment is about not asking ANY student or anyone to deny or surrender their identity at the door. Culturally relevant teaching was first described in 1994 by Gloria Ladson-Billings, an education researcher, to mean: “a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural references to impart knowledge, skills, and attitudes.” She suggests reframing how we think about and teach students, especially those typically marginalized by the greater society, from a place of need or as a problem to be fixed, to a place that acknowledges the cultural richness and the assets they	Inclusive Education Benefits 7 Principles for Teaching ALL Students Culturally Responsive Teaching and the Brain Abolitionist Teaching Network Guide

	<p>bring into the classroom and society.</p> <p>Relatedness or belonging provides the feeling of safety and connectedness to an environment, where teen performance and motivation are enabled and enhanced. When students are provided with experience and materials that relate to their own backgrounds, feelings, and identities, they become immediately engaged and academic achievement improves, especially among minorities. (Cohn, Garcia, Apfel & Master 2006; Faircloth, 2012)</p>	
Gay, Lesbian & Straight Education Network (GLSEN): Educator Resources	<p>GLSEN provides many resources on respect and inclusion, including lesson plans on how to create an inclusive and safe environment.</p>	GLSEN Educator Resources
Acknowledge the Hidden Curriculum	<p>Equity isn't an add-on. The best thing you can do is to create a positive, caring, nurturing, loving, trusting, safe classroom environment for all students where they feel like they belong.</p> <p>But it also has to be culturally sensitive, aware and culturally responsive. Race matters. Orientation matters. One's identity matters. Otherwise SEL can be what Deena Simmons has written: "White supremacy with a hug."</p>	Hidden Curriculum Definition Resources for Teaching the Hidden Curriculum

Class decision making	<p>Students are more likely to live by the values and norms of the culture if they help create and enforce them. Be certain all students help. This helps to avoid a toxic team culture. A toxic class culture is one where a small number of students control the process leaving others feeling powerless and marginalized.</p>	<p>Develop a collaborative approach to your teaching.. Ensure that everyone in the class feels a sense of ownership. Make students a part of the process of team building, maintaining a positive classroom culture, and learning when safe and appropriate.</p> <p>Eliminate restraints on student empowerment. Focus on what students are doing well, without constantly criticizing mistakes. Make it safe for students to take risks and learn new things. You create a safe environment by complimenting them when they try something new, focusing on the attempt not the outcome.</p> <p>Decide on questions, problems, or certain role-played situations; decide on best method for solving math problems; decide on grading rubric criteria,</p> <p>The necessary skills for a team to make effective decisions requires time, practice, and the following skills:</p> <ol style="list-style-type: none"> 1) The ability to empathically listen to all viewpoints with respect to why others see things differently. 2) The ability and willingness to differ in opinions and for this difference to be valued (because team members know it helps be more effective). 3) The ability to support others' views and ideas. Rather than shoot down opposing or different views, to actually encourage and 'flesh out' all ideas and perspectives. 4) The environment where all can participate and are willing to participate in the decision making process.
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		5) Striving for consensus is taking time to ensure all members are seeking to solve the same problem and to reach agreement which they can all support.
Try using SESEL: Student Empowered Social and Emotional Learning.	Universal approaches to SEL can wash out or miss altogether important dimensions of difference (such as race, culture, social class, gender, or sexual orientation). SESEL, by contrast, is enacted in relationship with students and initiated in response to students' questions, concerns, and experiences. It is not pre-constructed.	Student Empowered Social and Emotional Learning
Try a year long Somedays Wish.	Adapted from the Center for School Climate and Learning (Preble & Gordon, 2011).	Every student and teacher in our partner schools completed this sentence: "Someday in school, I would like to ____." And then, each day for the rest of the year, the coach and a team of educators in each school do their very best to make those wishes come true. Let Student Voice Lead the Way
One a week or once a month, set up "family lunches"	<p>% of Americans who report experiencing frequent feelings of loneliness in childhood:</p> <p>Baby boomers: 17 percent Gen X: 29 percent Millennials: 35 percent Gen Z: 39 percent</p> <p>Gen Zers are far more likely to have been raised in single-parent households. Only 37% of Americans raised in a single-parent home report having had regular meals with their family growing up, compared to 69% of those raised</p>	Students sit together at tables of six, with a teacher or guest at the head of the table. The kids set the table and serve one another and their guests.

	in two-parent households. (Source: American National Family Life Survey, 2021).	
Engage Families as Partners	Make it a common practice to build strong two-way communication with families prior to and during the school year using culturally and linguistically responsive practices.	Best Ways to Engage Parents The Home School Team Strategies for Equitable Family Engagement Family Engagement Framework (MassDOE)
Brain Breaks	<p>Take scheduled breaks. By taking schedule breaks, the mind has a chance to rest. Take a walk, add in a 15 or 20 minute exercise schedule.</p> <p>Let students shake the cobwebs out and get their concentration powers back. The general rule of thumb is to provide around three to five minutes of “break” time to give the mind time to reset.</p>	Brain Break Exercises Resource Collection Other Brain Break Exercises The Science Behind Brain Breaks We Underestimate the Importance of Brain Breaks
Helping Students Avoid the “Engagement Cliff” through High School Redesign	“We should design schools that ensure equitable access to opportunities by improving students’ interest in, and the relevance of, what they’re learning. This will help re-engage students after many months of remote learning and could hold long-term benefits for students, schools, and communities.”	https://behavioralscientist.org/helping-students-avoid-the-engagement-cliff-through-high-school-redesign/

SELF-AWARENESS

Self-awareness refers to the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. Self-efficacy or a belief in your own competence and success alters behavior in ways that become self-fulfilling. At some point in their lives young people have to be taught and/or have to learn on their own, that they can do more than they think. The simplest way of acquiring justified belief about your capabilities is to test them: Whatever you've done before, you can do again, plus a little more.


Learning things with no purpose is boring. Learning anything without context is difficult. Students often never get to have any ownership over what they're learning. When you're forced to do something, you come to resent it. The desire for control isn't learned, it's innate-biologically motivated. Autonomy is the switch that allows anyone to persist. We have to give students a degree of autonomy, so they can learn to develop and maintain a sense of control.

This includes capacities to recognize one's strengths and limitations with a well grounded sense of confidence and purpose. This includes:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose




Strategy	Description	How to do it/Supporting Resources
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Use Journal Writing daily	<p>This is an important metacognitive strategy. The act of writing your experience can help better understand it, integrate lessons, skills, and insights you have learned into memory, and provide evidence of growth when you look back on entries. Metacognition helps with not only boosting academic performance but in all areas of one's life.</p>	Making Metacognition a Part of Student Writing
10 Questions to Support Self-Awareness In the Classroom By Kate Sundquist	<p>Here Are Ten Questions Teachers Can Use to Reinforce Self Awareness Skills and Strategies Throughout the School Day</p>	https://orilearning.com/support-self-awareness/
Reflect on self-awareness skills through an Equity Lens	<p>Can you recall times or events in which your identity (race/ethnicity, social class status or gender) were made obvious or important to you?</p> <ul style="list-style-type: none"> • In what ways does your identity inform who you are as an educator? • What are the relevant similarities and differences in your lived experiences and those of your students? What are the historical, contextual and personal factors that help explain this? • Are you doing everything you can to move your students closer to 	Toward Transformative SEL (CASEL)

	opportunity?	
Post an Emotional Word-Wall	Build your students' emotional awareness and vocabulary. In order to manage emotions, we need to name them to tame them.	Interactive Emotional Word Chart Feelings Wheel Boggled By Emotions Game
Identity Charts	Use this graphic tool to help students consider the many factors that shape their own identity and that of groups, nations, and historical and literary figures.	Facing History and Ourselves Identity Chart
Have Students Write a Self-Evaluation Narrative.	E-portfolio has been used to facilitate, document, and archive student learning. It is a learning tool for students to clarify their educational goals, integrate and solidify learning through reflection, and showcase achievement to potential employers. By having students reflect on what they learned, how they learned it, and how much they learned, they start to take control of their own learning.	Electronic Portfolios e-Portfolios  Guide to Writing Self-Eval...
Calming Space	Create a space in your classroom that allows students to take a quiet break and regroup when they need to. Perhaps provide students with access to a virtual calming room.	Calming Space (Sample) [source: East Providence School District]
Roadtrip Nation	Students can “take” road trips learning about empowering stories that give them the confidence and	Roadtrip Nation

	tools to find a career that matters to them.	
Listen to Music	<p>Music is a tool that can ease negative emotions and enhance positive emotions. Music can help people cope with stress and/or distract them from a bad mood. Many people use music to trigger memories and reminders of important past events.</p> <p>Music can alter our moods, emotions, and motivation. We can use music to validate or challenge our moods.</p>	<p>Music offers a resource for emotion regulation. Further, lyrics that resonate with the listener's personal experience can give voice to feelings or experiences that one might not be able to express oneself. Listening to soft and slow music, such as classical music, is better for managing negative emotions compared to hard or heavy music. Listening to happy music can influence the way one perceives the world in a stressful situation. For example, upbeat tunes can give you an optimistic outlook and make you feel better.</p>
Students Create Autobiographies	<p>Formulate a "life story" (a coherent story of the life they have led thus far during adolescence). Using images, metaphors, etc.</p>	<ul style="list-style-type: none"> •Ask students to come up with metaphors for themselves and create posters adorned with those metaphors. •Students conduct research and make presentations on how past experiences , present life situations, and future intentions shaped their relationship to the world. •Keeping their own journals-journaling connects students with their own feelings, values, beliefs, and ideals, and this contributes to identity formation. •Journal prompts: What is your personal credo? What motivates you? What are the obstacles in your life? What challenges have you set for yourself? Who inspires you? •Journals can be drawings: record images, illustrate ideas,

		and draw diagrams.
Connect content to a time in student lives.	For each discipline/subject you teach, can you connect “think of a time in your life...” to your content area (e.g. Chemistry, Boyle’s Law:	<p>Using the next two minutes...</p> <p>Math: think of a situation in your life where you might use the proof you just learned.</p> <p>Vocab: Take a couple of minutes to think of a vocab word you used that someone had to ask you the meaning of.; Science: Think about how your life might change if the average global temperature increased by 3 degrees.</p> <ul style="list-style-type: none"> •Look out the window just before the end of class and think of a way you can apply what you’ve learned during the school day, and then share it with a classmate. •Take photos that provide wordless commentary of what you’ve learned this week. •Identify song lyrics that resonate with you regarding important learning moments.
Engage Student Imaginations	Imagination is defined as “the faculty or action of forming new ideas or concepts of external objects not present to the senses.” On the other hand, knowledge is about facts and information.	<p>For example:</p> <ul style="list-style-type: none"> •English: students visualize the imagery in what they read •History-recreate scenes from history in their imagination •Biology-take students on imaginary journey through the circulatory system •Geometry-let students verify geometric proofs by visualizing them •Physics-design a robot entirely in their minds before setting ideas on paper. <p>How to Bring Imagination Back Into the Classroom</p>
Gratitude Journal	Use this journal to reflect on	Three Good Things Journal Each

	<p>the positive things that happen throughout your day. Focusing on the positive and expressing gratitude can help bring a sense of calm and overall well-being. The gratitude journal linked in the supporting resources column can be printed or used digitally.</p>	<p>day for at least one week, write down three things that went well for you today, and provide an explanation for why they went well. It is important to create a physical record of your items by writing them down; this can be more helpful than simply doing this exercise in your head.</p>
Go Take a Hike, literally	<p>The term shinrin-yoku emerged in Japan in the 1980s. It was a physiological and psychological exercise called shinrin-yoku (“forest bathing” or “taking in the forest atmosphere”). The Japanese quickly embraced this form of ecotherapy. In the 1990s, researchers began studying the physiological benefits of forest bathing, providing the science to support what we innately know: time spent immersed in nature is good for us. While Japan is credited with the term shinrin-yoku, the concept at the heart of the practice is not new. Many cultures have long recognized the importance of the natural world to human health.</p>	<p>Savoring Walk</p> <p>Nature Walk</p> <p>Awe Walk</p> <p>Virtual Nature Walk: https://video.link/w/BWnJ</p> <p>Snow Falling on Lake:  Snow Falling on Lake for ... </p> <p>  Aurora Borealis And Nort... </p> <p>  7 HOUR 4K DRONE FILM: ... </p>
Bring Creative Writing into Your Curriculum	<p>Whether you’re teaching math, science, social studies, ELA, music, art, technology, or even PE, writing can be a great way to assess students’ learning and deepen their thinking on a subject</p>	<ul style="list-style-type: none"> •History: write short stories based on historical or current events •Foreign language: write poems, stories, or plays the language they are studying •Science: write science fiction that incorporates concepts from biology, chemistry,, or physics

		<ul style="list-style-type: none"> •English: National Novel Writing Month every November •put on a poetry slam •keep a writer's journal <p>Ways to Write Across the Curriculum</p>
Best Possible Future Self Exercise.	<p>Sometimes our goals in life can be elusive. But research suggests that building optimism about the future can motivate people to work toward that desired future and thus make it more likely to become a reality.</p> <p>By thinking about your best possible future self, you can learn about yourself and what you want in life. This way of thinking can help you restructure your priorities in life in order to reach your goals. Additionally, it can help you increase your sense of control over your life by highlighting what you need to do to achieve your dreams.</p>	Best Possible Future Self Exercise
Know Your Strengths	<p>The Values in Action (VIA) Survey of Character Strengths is a 240-item face-valid self-report questionnaire intended for use with adults. "Signature strengths" refers to those character strengths that are most essential to who we are. In addition, they are strengths that usually (but not always) appear toward the top of one's profile of results after taking the free VIA Survey. Interventions and</p>	UPenn Signature Strengths Test

	practical exercises around signature strengths are some of the most popular, frequently discussed, and widely investigated areas in the field of positive psychology.	
Use Positive Affirmations	<p>Professional athletes use fist pumps, whisper positive affirmations and motivational cues because it helps them stay focused and relaxed during competitions.</p> <p>Self-talk can help motivate any athlete through high pressure and stressful situations. It can also help in self-training by sharpening your focus and improving your awareness and self-control.</p>	<p>Find the right mantras or positive affirmations. Affirmations are encouraging (e.g. “I have more energy in the tank” or “make a competitive swing” to keep your spirits up and push yourself harder. Positive affirmations are built on trust. You have to believe it. Affirmations are reminders of what you can do because you have worked hard training to do it. Talk out loud or internally to yourself, whatever you need at that moment. They are also useful and helpful when you say them to your teammates.</p>
Practice Mindfulness Meditation	<p>Mindfulness meditation helps you stay grounded amid stress and anxiety. Let your thoughts float by a guided meditative practice about how your mind is not a static thing, but is but is constantly changing. Create space around big emotions. As you inhale and exhale, allow all your emotions to be there, without having to fix them. Soften feelings of judgment. We often don’t realize how much we’re judging others (and ourselves), every minute of every day—that is, until we attempt to stop doing it.</p>	<p>Meditation Practice-Pop Thoughts Like Bubbles</p>

<p>Keep a Goal Journal Journey</p>	<p>A growth mindset helps to achieve in sports, school and life because you believe you can grow and improve. You believe that your hard work will lead to a better outcome. Growth mindsets are empowering. Beliefs that you hold about yourself and your abilities play an important role in your motivation and achievement.</p>	<p>Keep a goal journey journal. Take some time at the end of a day to review and write about your goals.</p> <ul style="list-style-type: none"> •Write down 3 positives about your day, your goal journey, any small or large successes you experienced. •Writing and reflecting can help to keep you focused, motivated, and feeling more positive. •Keeping a journal allows you to keep a record of your progress. One of the best parts of your journal becomes a physical representation of how far you've come. You can look back and be energized by the progress you have made.
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<p>Use Digital Goal Setting Tools</p>	<p>Way of life is a daily habit tracker that allows you to create multiple daily goals you're hoping to achieve and check them off as you achieve them.</p> <p>Coach Me Goal Tracking: Not only can you create goals and milestones, but it also gives you access to a whole community of support and motivation. It allows you to interact with a community of people and motivate each other and also has professional coaches you can hire via the app for one-to-one support if you need it</p> <p>Momentum helps you set your goals and create smaller, daily habits to help you work towards achieving them.</p>	<p>Way of Life is a daily habit tracker app.</p> <p>Coach me Goal Tracking. This app</p> <p>Momentum. Momentum</p>
<p>Time Traveler</p>	<p>Merriam-Webster has a Time Traveler webpage where you can choose a year and see which words appeared in the dictionary for the first time.</p>	<p>Merriam-Webster's dictionary Time Traveler</p> <p>The idea of this getting-to-know-you task is to ask your students to pick a word from their year of birth—the word should somehow be connected to their lives. students have to think about the ways these random words can be connected to their lives. Designed by (Valentina Melnikova)</p>

Identify ways to learn outside of the classroom.	Teaching and learning experiences that take place outside of the confines of the classroom walls have a range of benefits for both students and instructors. When students are asked to put into practice “in the real world” what they have theorized about from behind a desk, the result is a student-centric learning experience that enhances learning and fosters personal and social development. (Larsen, Walsh, Almond, & Myers, 2017).	Teaching Outside of the Classroom Field Based Learning A Thousand Rivers: What the Modern World Has Forgotten About Teaching and Learning
Top Song	Students are asked to research the number one song on the day they were born and choose one line from the song that somehow relates to their lives. Designed by (Valentina Melnikova)	No. 1 song on the day you were born

SELF-MANAGEMENT

Self-Management refers to the ability to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.

Competence is associated with the feeling of effectiveness, self-confidence in pursuing and accomplishing tasks. That is, when students believe that they can perform a task in a proficient manner, they will become more engaged in the activity, work harder, and sustain high levels of effort even when obstacles are encountered.

Self-control is directly related to contextual considerations in which students are asked to have that control. If students are in a context with an adult they trust, they are more likely to control their impulses. Trust matters. Experience matters.

When we face a challenge, we are likely to persist with the effort necessary to do so when we feel highly confident and feel we have the ability to meet the task's demands. Real inner confidence leads to meaningful effort to bring improvements and change.

This includes:


- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

Strategy	Description	Supporting Resources/How to Do It
Classroom Rituals and Routines	Establishing clear classroom routines from the beginning of the year, teaching them, practicing them and reinforcing them actually provides students with a sense of predictability. This sense of predictability is important for ALL students but especially students who are coping with trauma, stress and anxiety. Having a predictable set of routines to follow allows the brain to remain calm. When the brain is calm, learning can take place. When the brain is in fear, learning can not take place.	Rules and Routines The Well Management Classroom
What parents need to know about their teens' mental health	"One of the most important things we can do for teenagers is help them distinguish between emotions that are	https://www.kqed.org/mindshift/61186/what-

	uncomfortable (and) emotions that are unmanageable,”	parents-need-to-know-about-their-teens-mental-health
Seven Ways to Have a Healthier Relationship With Stress	Too many of us are in a constant state of alertness, she argues, which makes us ill-prepared to navigate the everyday stressors and bigger upsets that occur when living a full life. We may think we’re relaxed, but we’re actually maintaining a low-level vigilance that’s hard on our bodies. not all stress is inherently bad—and that we shouldn’t aim for a stress-free life. We need our physiological stress response to survive, as it can come in handy when we’re gearing up to perform or facing an actual life-or-death threat.	https://greatergood.berkeley.edu/article/item/seven_ways_to_have_a_healthier_relationship_with_stress
Reflect on self-management skills through an Equity Lens	<p>What is the connection between your sense of wellbeing and the educational experience you provide your students?</p> <ul style="list-style-type: none"> • How do you best support students who experience difficulties outside of the classroom? What about inside the classroom? • What are the best strategies for encouraging students to assert themselves in constructive ways? • How do you respond when you feel like students aren’t engaged in classroom activities? • How do your personal preferences/biases affect how you interact with my students? 	Toward Transformative SEL (CASEL)
Foster Agency	Give students power over their own learning.	<p>1-Provide HW Options. Create options to practice skills and content mastery and ask students to choose one to complete</p> <p>2-Let students pick the books they read.</p>

		<p>3-Use student polling.</p> <p>4-Set aside time for Passion Projects-spend your time working on what you think will benefit you. (e.g. Genius hour) “Jennifer Bernstein 2014: “If we want to nurture their growth as creators, we must resist solving their problems and alleviating feelings of discomfort. They have to learn how to cope.”</p> <p>5-Include students in the design and implementation of school policies.</p> <p>6-Give students more control in how their learning is assessed. Students co-write rubrics. Or learning portfolios.</p>
Provide opportunities to enhance executive function skills	This guide describes a variety of activities and games that represent age-appropriate ways for adults to support and strengthen various components of executive function and self-regulation in children and adolescents.	Harvard's Developing Child Activities Guide
Make Sleep Sacred	Just getting 8 hours of sleep has enormous benefits from the psychological to the physical. Sleep is when our bodies restores and grows, your mind processes and combines information to make knowledge.	Help Teens Get More Sleep Advice to Get Enough Sleep
Use the Hampshire College Assessment Model	evaluations should reflect both what we as instructors value in the course as well as the trajectory of the student’s work over the semester. It	<div>☰ Cumulative Skill R...</div> <p>Think about your evaluation criteria.</p>

	<p>should be clear what the student did well and what they need to work on. Students should be evaluated on the overarching objectives as indicated in our syllabi and on those specific to assignments and general course expectations.</p> <p>Indicate areas of strength and weakness and make a recommendation, if appropriate, for addressing areas in need of improvement</p>	<p>Below is a list generated in a faculty workshop in case it is helpful:</p> <ul style="list-style-type: none"> • Analytic thinking skills/ Analytical writing • Writing in a specific genre • Research abilities • Independent work/autonomy • Uses of primary and secondary literature/substantiation of claims • Reading skills • Quantitative skills • Ability to use qualitative and quantitative data • Perspective taking/reflexivity • Disciplinary methodology • Ability to understand/use theory • Integration of theory and practice • Integration of ideas across authors/literatures/experiences • Understanding of the broader significance of their work (what is at stake, etc.) • Time management/work ethic • Coursework how they build on knowledge; how seriously they take it • Response to feedback
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		<ul style="list-style-type: none"> • Self reflection – awareness of strengths and weaknesses • Collaborative skills • Appropriate breadth and depth sustained commitment • Ability to ask good questions (framing) in class/projects/in Division II • Thoughtful engagement • Disciplinary knowledge and skills • Ability to revise work • Locating oneself in a debate (positionality)
An Emotional Planner	Use the emotional planner to navigate feelings about activities that may occur throughout their day and identify strategies for supporting themselves. Walk students through this process as a whole group or during individual conferencing and support them in using this tool independently when they need it.	 Copy of Emotion ... (courtesy of Tabitha Watgen)
Metacognition to Sustain Effort	Secondary students can learn to manage assignments and achieve learning goals with teacher support and tools that promote success.	Get Students to Sustain Effort In School
Take a Self-Compassion Break	Self-criticism often demoralizes us rather than motivates us. This makes us less likely to achieve our goals. Self-compassion research suggests that self-compassion leads to higher levels of achievement and increased motivation. Researcher and expert on self-compassion Dr. Kristen Neff	<p>Free guided exercises from Dr. Neff here.</p> <p>Reflect on a habit you unsuccessfully tried to change, a failure, set-back or felt inadequate. How do you typically respond?</p>

	<p>suggests reflecting on how you care for yourself and others with compassion: what do you do to foster self-compassion physically (e.g. warm bath or shower, walk in nature)? What do you do mentally (e.g. watch a funny movie with friends)? What do you do emotionally (e.g. listen to music, spend time with a pet)? What do you do relationally (e.g. spend time with a grandparent, meet up with friends)?</p>	<p>What do you say to yourself? What does your body communicate by its posture? How does self-criticism impact you? What kinds of things do you often say to yourself? Do you feel energized or demoralized when you treat yourself with criticism? Next, think of things you would say and do for a friend or family member who were treating themselves as critically as you treat yourself. Develop a plan to treat yourself with compassion.</p>
Employ the 90 Second Rule	<p>If we are experiencing stress or a strong emotional response to stimuli, it takes the body 90 seconds to complete the chemical process that occurs. Beyond that, any stress related to that particular stimuli is the result of our continued focus and thoughts related to the situation.</p> <p>Meaning when we experience stress, we need 90 seconds for the brain and body to cleanse itself. Brain scientist Jill Bolte Taylor, author of My Stroke Of Insight, describes our ability to regulate that neurological process that she calls the 90-second rule: “When a person has a reaction to something in their environment, there’s a 90-second chemical process that happens; any remaining emotional response is just the person choosing</p>	<p>Set the timer for 90 Seconds Fill those 90 seconds with positive, stress reduction activities.</p>

	<p>to stay in that emotional loop.”</p> <p>Cultivating awareness involves noticing the sensations and thoughts that arise, trying not to judge or assign meaning to them. Learn to tune into breathing, notice how inner dialogue shifts.</p>	
Use Deep Breathing as a Calming Tool	<p>Practice a mindful pause several times during your day (perhaps set a reminder on your phone to do this). Use this mindful pause to check in with yourself. During a challenging moment, or perhaps if you notice you’re putting pressure on yourself, trying to do it all, or If you notice you are feeling overwhelmed.</p>	<p>Deep Belly Breathing exercise: Inhale (4 seconds) and exhale (4 seconds) deeply, Allow the belly to rise as you inhale and fall as you exhale. Repeat anywhere from 10 times to 10 minutes. It works to promote calmness because it slows down your breathing, initiating a relaxation response. It also slows heart rate, increasing oxygen to muscles and brain which reduces muscle tension and improves focus. Imagine a balloon in your belly that inflates as you inhale and deflates as you exhale.</p> <p>Try the pinwheel breathing exercise</p> <p>Try triangle breathing exercise. Breathe in and hold as you count to 3. Hold your breath for a count of 3. Breathe out as you count to 3. Repeat until you feel calmer and</p>

		<p>breath slows down.</p> <p>Try breathing square exercise. Breathe in and hold for a count of 4. Hold your breath for a count of 4. Breathe out, counting to four. Hold your breath as you count to 4. Repeat.</p> <p>Additional deep breathing exercises can be found here: https://sites.google.com/epschoolsri.com/epsdvirtua/ calmingroom/mindfulness</p>
5-4-3-2-1 Blast Off From Anxiety	<p>Gaining control of breathing can be a highly effective way to manage and reduce both general anxiety and anxiety specific to a forthcoming competition. Controlled breathing can help you “relieve anxiety, improve circulation, concentration, and digestion and increase energy” (Strycharczyk & Clough, 2015).</p>	<p>Sit quietly. Look around you and notice:</p> <p>5 things you can see: Your hands, the sky, a plant on your colleague’s desk</p> <p>4 things you can physically feel: Your feet on the ground, a ball, your friend’s hand</p> <p>3 things you can hear: The wind blowing, children’s laughter, your breath</p> <p>2 things you can smell: Fresh-cut grass, coffee, soap</p> <p>1 thing you can taste: A mint, gum, the fresh air</p> <p>This exercise helps you shift your focus to your</p>

		<p>surroundings in the present moment and away from what is causing you to feel anxious. It can help interrupt unhealthy thought patterns.</p>
Brain Breaks During Class	<p>If the brain focuses for too long, it gets tired, which leads to mind wandering or daydreaming. Focused attention for most students is 5 to 10 minutes.” (Sprenger 106).</p> <ul style="list-style-type: none"> •Brain breaks should take place before fatigue, boredom, distraction and inattention set in. (Judy Willis) •20-30 minutes for middle and high school students calls for a 3-5 minute break. 	<p>Get Your Students Moving</p>
Gain Perspective on Negative Events	<p>Research suggests that it can be beneficial to process and reflect on our negative feelings. But when we try to do so, it’s easy to start ruminating—to get caught in the loop of repetitive, painful thoughts.</p> <p>Gaining perspective on negative events, or “self-distancing,” is a practice that allows us to view our feelings and experiences from an outsider’s perspective. Sometimes this is accomplished with language—saying “you” or “she” rather than “I”—and other times it’s accomplished by imagining an experience from a distance rather than through our own eyes.</p> <p>Studies have shown that taking this more distanced perspective can help reduce anger, sadness, and other</p>	<p>Gaining Perspective</p>

	negative emotions around a distressing event, as well as minimize recurring thoughts.	
Fierce Self-Compassion Break	<p>When we are hurt or suffering, it can help to soothe ourselves with warmth and acceptance. But in many situations, we also need to protect ourselves: to speak up, say no, draw boundaries, or fight injustice.</p> <p>Fierce self-compassion is a way to stand up for ourselves. Research suggests that more self-compassionate people are more empowered and resilient. They tend to take more action to solve their problems, and cope better with stigma, microaggressions, and bullying.</p>	Fierce Self-Compassion
Use Music to Learn and To Destress		<ul style="list-style-type: none"> •History-let students conduct research projects on historical eras by analyzing the music of those periods •Science-use simple percussion to rhythmically perform scientific concepts such as Boyle's law, nuclear fission, mitosis. •English-create songs based on the characters and narratives in literature •Math-use drums to demonstrate understanding of patterns

		and concepts
Journaling	According to Steven Stosny “The Good and Bad of Journaling, 2013) journaling can have a positive effect on behavior and well-being.	<p>Makes you step back and evaluate your thoughts, emotions, and behavior</p> <ul style="list-style-type: none"> •Explores solutions •Brings your emotions and motivations into alignment with your deepest values •Converts negative energy into positive creativity and growth •lowers your emotional reactivity to others •increases tolerance of ambiguity, ambivalence, and unpredictability, which are part of normal living. •Helps you see other people’s perspectives alongside your own •Makes you feel more humane •Helps you take a definitive course of action.
Tone of Voice	Linda Darling Hammond says, “Developing a calm, neutral, assertive voice is part of the teacher’s own	Modeling Self-Regulation With Tone of Voice

	self-regulation, which allows them to help students be self-regulated and to be secure in the knowledge that the teacher will be receptive to them, but also in control.”	Speak in Calm Voice
Teach Self-Motivation	Makerspaces or places where individuals with common interests share knowledge, tools, and resources in a common space. This can be high or low tech-enable students	What is a Makerspace
Integrate Controversy into Your Lessons.	Controversy in the classroom isn’t new. Your students will encounter these issues throughout their lives. Therefore, continue to address and teach controversial issues in your classroom, and encourage your students to engage in thought-provoking conversations.	5 Ways To Teach Controversial Issues Have your students come up with three issues that they consider controversial. English: Assign controversial books. Look for controversy in math and science •Biology: genetics and eugenics, abortion, evolution •Physics: nuclear war, cosmology, and death of the universe •Chemistry: climate change, psychedelic drugs •Math: stats on race related killings in the U.S.
Go to a Calming Place	There are a lot of serious, scary, important, distressing things	The Calm Place

	happening in the world all the time. This is not about any of those things.	
Is more childhood independence the answer?	But a growing body of evidence is beginning to suggest that the problems of “adulting” and mental health in college students may be rooted, at least in part, in modern childhood. Research shows that young people are lacking in emotional resilience and independence compared to previous generations.	https://www.kqed.org/mindshift/60624/young-adults-are-struggling-with-their-mental-health-is-more-childhood-independence-the-answer

SOCIAL AWARENESS


The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, community resources and support. Such as:

- Taking others’ perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Strategy	Description	How to do it/ Supporting Resources
Gratitude Letter	<p>Write a gratitude letter to someone you have not properly thanked who has made a difference in your life. In the letter describe what this person did and why you are grateful to them. You can describe the impact this person had on you using anecdotes, feelings, and emotions. It is up to you whether you choose to read this letter in person or over the phone. You can simply send your letter or even keep it to yourself. Upon completing the experiment reflect on your experience with gratitude. How did it feel for you to express gratitude? How did it make the other person feel? What did you learn about gratitude? What makes gratitude easy or difficult to practice?</p>	<p>Write a letter of gratitude</p> <p>How to Write the Gratitude Letter</p>
Reflect on Social Awareness skills through an Equity Lens	<p>What does it mean to provide a great education for underserved students?</p> <ul style="list-style-type: none"> • What types of discrimination are experienced in the US? What types of disadvantages are experienced by your students? • What are the social dynamics among students from different backgrounds in your classes? • Do you see differences as deficits or assets to be leveraged? • How can what and how you teach better position your students to address their concerns and interests? 	<p>Toward Transformative SEL (CASEL)</p>
Three Good Things Journal	<p>At the end of each day before you go to bed or at various points during your day, write down at least three things that went well for you. You can also identify things that you have done well today. Provide an explanation for why they went well. As you write, provide</p>	<p>Three Good Things</p>

	<p>as many details as possible, including dialogue, where you were, who was present, etc. Also, write about how each even made you feel. The joy is in the details. Use this journal to reflect on the positive things that happen throughout your day. Focusing on the positive and expressing gratitude can help bring a sense of calm and overall well-being.</p>	
Create Small Social Connections	<p>You might think that making small talk with a stranger won't be pleasant. If you do, you're not alone—most people believe it would be difficult to start a conversation with a stranger and likely that the stranger wouldn't want to talk to them. On top of that, social norms often encourage us to stay quiet. Even if you're an introvert, getting a brief boost of social connection can be a positive experience—despite what your intuitions are telling you.</p>	Small Talk With Anyone
Capitalize on Good News	<p>The people close to us need our support when things go right, not just when they go wrong. Providing encouragement for another person's positive event can not only increase the satisfaction they derive from that event, but it can also make them feel loved and cared about. Talking about a positive event together creates a shared positive experience that can enhance overall relationship satisfaction.</p>	Capitalize on the Positive
Engage in mitfreude	<p>Schadenfreude means taking joy in the misfortune of others. Do you practice the opposite, mitfreude or joyful with others? Nietzsche coined the term to describe the opposite of schadenfreude.</p>	<p>Instead of merely congratulating other people on their good fortune, try to feel their joy, as a form of empathy. Internalize other people's joy.</p>

		Robert Greene writes, "In doing so, we increase our capacity to feel this emotion in relation to our own experiences."
Active Listening	Active listening helps listeners better understand others' perspectives and helps speakers feel more understood and less threatened. This technique can prevent miscommunication and spare hurt feelings on both sides. By improving communication and preventing arguments from escalating, active listening can make relationships more enduring and satisfying. Practicing active listening with someone close to you can also help you listen better when interacting with other people in your life, such as friends or co-workers.	Active Listening
Find Energy Givers	<p>Know what gives you energy and takes energy from you. Some possible examples include:</p> <p>Energy takers: people pleasing, too much screen time/social media; fear, doubt, stress; overthinking; clutter and mess; dehydration; eating junk food; overworking; no exercise; sitting for too long; living in the past; living mindlessly /on autopilot mode; setting unrealistic goals</p> <p>Energy givers: sunlight, nourishing food, exercise, water/hydration; fresh air; music; deep breaths; love and connection with others; meaningful experiences with others; self-care; positive affirmations; spirituality or religion; proper rest or sleep (at least 8 hours); mindfulness; art/creativity; living in the present moment; working towards intrinsically rewarding goals.</p>	Energy Boosters 20 Things To Regain Positive Energy

Social Connection	<p>Humans are social beings. One of our fundamental needs is to belong. If we satisfy this need, our well-being and motivation improves. We are more likely to persist and tackle difficult challenges. Surround yourself with energizers, not drainers. Find people who lift you up. People are like mirrors reflecting onto each other. Moods and behaviors are contagious. <u>Research</u> has found that sadness and happiness can ripple through our social networks. Living near a friend who becomes happy increases your probability of becoming happy by 25%. <u>Research</u> has shown that sitting close to a high performer improved performance by 15%. Sitting close to a low performer decreased performance by 30%. Another study, published in the journal Motivation and Emotion, showed that even below-the-surface emotions, such as motivation, are contagious. If someone is working in the same room with people who are internally driven, their attitude also improves. If, however, someone is working in the same room with those who aren't too excited about their work, then their motivation decreases.</p>	<p>Enjoying a shared activity allows you to find support and foster relationships that can be supportive in difficult times. It's very easy to get caught up in the mindset that we need to do everything ourselves, and that individualism is the most important quality we can foster. The truth is that we are stronger when we support each other and asking for help when you need it is a strength that will serve you throughout your life.</p> <p>Lean on others. Get and receive the right kinds of support from the right kind of people at the time when you are ready.</p>
Mindful Moments or Minutes	<p>Take a few minutes at the beginning of the day, a class or during a transition between activities to guide students through some mindful moments. Some mindful moments prompts are linked in the supporting resources column.</p>	<p> Mindful Moments</p> <p>How to Meditate</p> <p>Finding Calmness Practices</p>
Noticing Nature	<p>Be mindful of the natural elements and objects around you on a daily basis (e.g., trees, clouds, leaves, the moon, moving water, animals, etc.), and notice how these make you feel and what emotions they evoke. Take a moment to allow yourself to</p>	<p>Notice Nature</p>

	truly experience the nature around you.	
Shared Identity	<p>Although people generally want and try to be altruistic, they may also feel competitive toward people outside of their “in-group,” and the boundaries of their in-group might shrink at times when resources seem scarce or they are fearful for their safety. Reminding people to see the basic humanity that they share with those who might seem different from them can help overcome fear and distrust and promote cooperation. Even small similarities, like recognizing a shared love of sports, can foster a greater sense of kinship across group boundaries. Importantly, recognizing commonalities doesn’t mean negating differences, but may in fact help people value differences rather than feeling threatened by them.</p>	Shared Identity
Overcome barriers to altruism	<p>Although people generally want and try to be altruistic, other concerns—such as feelings of competition or allegiance to an “in-group”—sometimes stand in the way. Reminding people to think about social connectedness, see victims as real people rather than abstract statistics, and feel a sense of common humanity can help them overcome some of the obstacles to altruism and allow feelings of care and compassion to shine through. These techniques can all trigger the caretaking impulses that seem to be part of humans’ evolutionary heritage.</p>	Eliciting Altruism
An Alternative to Warm-up Problems	<p>The great thing about the cold open is that it is malleable to the personality of the teacher. We’re all doing slightly different things but toward the same end: student engagement.</p>	An Alternative to Warm-Up Problems
Misinterpreting the Growth Mindset	<p>Growth mindset was developed by Carol Dweck from a lifetime of careful and precise research work. She claimed that growth</p>	Misinterpreting the Growth Mindset

	<p>mindsets can inspire different goals, shape views about effort, but she has never claimed in her academic writings that there is a state of mind called “growth mindset” - it is not an attribute of a person, it is a way of thinking in a particular circumstance. She has undertaken many research studies to understand when and where it can be invoked to lead to better outcomes. It is more a coping strategy than a state of being.</p>	
Attendance Questions	<p>Academic conversations or any conversations are discussions that employ critical thinking and higher-level thinking. They allow students to use content knowledge and social awareness skills to deepen learning. Social awareness skills can also involve listening, being respectful of others’ time and ideas, looking at information from another’s perspective, and working collaboratively.</p>	Attendance Question Options
Emphasize Empathy	<p>Empathy is at the core of everything that makes a school caring, a teacher responsive, and a society civilized. Empathy—or the ability to understand others' feelings and needs—is also the foundation of a safe, caring, and inclusive learning climate. Students with high levels of empathy display more classroom engagement, higher academic achievement, and better communication skills (Jones et al., 2014). Empathy reduces aggression, boosts prosocial behaviors (Eisenberg, Eggum, & DiGiunta, 2010) and may be our best antidote to bullying and racism (Santos et al., 2011).</p>	4 Proven Strategies for Teaching Empathy Competencies for Teaching Empathy
Build Connection in the Classroom	<p>It’s appreciation, apology or aha. During this activity, each student should share an apology, applaud someone or share a moment of reflection. As the teacher you</p>	60 Second Strategy to Build Connection

	can decide if everyone should share or if you are open to a more organic flow. This activity allows students to share not only personal reflections but also acknowledge others in their community.	
Listening Circles	Divide the class into groups of 4 or 5 students. Present the groups with a getting to know you question (see the list in the Supporting Resources Column). Students should take turns listening to each other's response. Remind students to practice active listening and to make sure that every person in the group gets an opportunity to share. Provide time to come together as a whole group to discuss what students learned about their groups.	<div>☰ Getting to Know Y...</div> How to Bring Listening Circles to Your Class
Classroom Service Learning Projects	Service projects are a meaningful way of connecting students to the world around them. As a class, discuss ways in which the group can support the community.	10 Easy Service Learning Projects 25 Service Learning Projects for High School
A PBL Unit on Life as a Young Teen	Project-based learning that's student-designed and relevant to their lives can have a profound impact.	https://www.edutopia.org/article/student-designed-pbl
How IB Strategies Can Enhance Project-Based Learning	With shared emphases on inquiry, student voice, and choice, PBL and International Baccalaureate methods can combine to facilitate meaningful learning.	https://www.edutopia.org/article/ib-school-curriculum-can-enhance-project-based-learning

RELATIONSHIP SKILLS

Because the brain is purposed for social interaction there is little doubt that relationships with others are indicative of the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

Strategy	Description	Supporting Resources/How To Do It
I Wish My Teacher Knew	Use it as an exit ticket. Encourage students to write about something	Kyle Schwartz (2003) She asked her students to complete the

	beyond academics.	sentence: "I wish my teacher knew _____."
Explore Relationship Skills Through an Equity Lens	<ul style="list-style-type: none"> • To what degree should students have input on what and how they learn? • How do you make sure that students help/support each other to grow and learn in positive ways? • Do you make every effort to get to know your students and their community? • Do you invite students to get to know you? • How do you ensure that you create an inclusive, safe learning environment for all of your students? 	Toward Transformative SEL (CASEL)
Respect Circles	Arrange student seats in a circle to discuss the concept of respect and how respect contributes to healthy relationships. See the attached resource in the Supporting Resources column for questions to guide the discussion.	<p>Guiding Questions</p> <p>What does respect mean to you?</p> <p>Give an example of how a person can demonstrate respect for others.</p> <p>How does it feel to be respected?</p> <p>How do you show respect to family, friends, teachers, others?</p> <p>How do teachers show respect to students?</p> <p>What are some examples of ways in which we can respect our building? our community?</p> <p>What are some examples of respect you have witnessed in school? At home? In the community?</p>
Project-Based Learning	PBL as opposed to direct instruction, is a teaching method	Project Based Learning For All

	<p>that uses complex real-world problems as the vehicle to promote student learning of concepts and principles. . This strategy can be used to engage students in collaborative problem-solving.</p>	<p>Some norms for PBL:</p> <ul style="list-style-type: none"> •The problem must motivate students to seek out a deeper understanding of concepts •The problem should require students to make reasoned decisions and to defend them •The problem should incorporate the content objectives in a way that connects to previous courses/knowledge. •The problem should have a level of complexity that requires the students to work together to solve it.
Making Choices	<p>Tweens and teens will have bigger decisions to make. These may require negotiation and compromise. Even so, you shouldn't always jump in if you see your child making a bad decision. Children often learn best from their mistakes. If it's a safe situation, it may be good for them to let them make the bad decision.</p> <p>When they do make mistakes, help them learn by staying calm and not placing blame. If they regret their choice, support them while they feel the difficult emotions and think about what they would do differently next time.</p>	<p>Helping Kids Make Decisions</p>
The Jigsaw Strategy	<p>This strategy is a research-based cooperative learning technique for group work. In the jigsaw approach, students are divided into diverse groups and assigned distinct tasks under a common</p>	<p>The Jigsaw Classroom</p>

	<p>topic. Students become independent experts on their subtopic and work with leaders of the same task from other groups.</p>	
<p>Foster Peer to Peer Connections in the Classroom</p>	<p>Most people would agree that few things impacted their school lives as much as their relationships with their peers—friends, acquaintances, or otherwise. Peer relationships play an important role in children’s school lives, and relationships with peers become even more influential as children enter adolescence.</p> <p>Research on positive peer relationships often distinguishes between friendship and peer acceptance. High-quality friendships involve not only companionship, but also caring, validation, and support. In addition to playing together, good friends feel comfortable opening up to each other and are motivated to resolve conflicts that arise.</p>	<p>Write about a time when you felt connected</p>
<p>Forgiveness</p>	<p>Researchers have defined forgiveness as a process, beginning with the choice to let go of resentment, negative judgment, and negative behavior towards the person who has harmed you. However, forgiveness does not require you to excuse, condone, forget, or reconcile with the person who has harmed you, nor does it require them to apologize.</p>	<p>Letting Go of Anger (can be adapted for any age level)</p> <p>Eight Essentials for Forgiveness</p> <p>Nine Steps to Forgiveness</p>

	<p>Indeed, the offender doesn't even need to be aware that you have forgiven them.</p> <p>Instead, forgiveness brings you peace of mind and frees you from corrosive anger. It helps you to recognize the pain you have suffered without letting that pain define you, enabling you to heal and move on with your life. With time, some experts suggest that you may even begin to cultivate positive feelings, thoughts, and behaviors toward the offender—including compassion, generosity, and love.</p> <p>Ultimately, forgiveness is a choice one makes for oneself—one that can take time to fully be realized, but is worth it in the end.</p>	
Reparative Apologies	<p>Like adults, children can find themselves in situations where they recognize they've hurt or wronged someone either on purpose or by accident. Although you might be tempted to ask your child to say they're sorry, not all apologies are effective. A more helpful approach is to invite your child to think about how to make amends.</p>	Practicing Making Amends
Encouraging Prosocial Actions	<p>Studies show that kindness can benefit students by increasing their well-being and peer acceptance, both of which lead to greater academic achievement, a stronger sense of belonging, and better relationships with peers and</p>	Encourage Prosocial Behavior

	<p>teachers.</p> <p>In addition, encouraging students to be kind to each other has a ripple effect that can spread throughout the school, improving school relationships among all stakeholders, leading to a more positive school climate.</p>	
Encourage Kindness	<p>Giving feels especially good when it feels like a choice, rather than an obligation, in part because it allows people to express their generosity as well as their autonomy, and feelings of autonomy are key to general life satisfaction. Giving also feels better when it involves interpersonal connections because it helps satisfy what researchers consider to be a fundamental need for social connection, and it can also serve to enhance our close relationships. Finally, witnessing giving's positive impact on others' lives can elicit contagious feelings of joy and also increase one's own feeling that they can completely succeed at a task or goal—what researchers call “self-efficacy,” an important factor in well-being and resilience.</p>	<u>Encourage Kindness</u>
Students Develop Agency by Practicing Decision-Making	<p>Practicing how to make tough decisions can help your students learn how their actions affect others.</p>	<p>Give your students a list of situations in which they would have to make an important choice. Have them write down an answer to each situation by themselves, then discuss their answers as a class.</p>

Team Puzzle Game	When students work together, even younger grades can put together complex puzzles. Your students will be amazed by how much they can get done with a little collaboration!	Put students into teams of three to five and give each one a jigsaw puzzle to put together. Instruct them that to complete the puzzle, they need to work together as a group. For an added challenge that encourages teamwork, try giving your students a time limit for completing the puzzle.
Identify Toxic Friendships	Friendships are some of the most important connections to build, nurture, and maintain in our lives. Friends support and uplift, make us laugh, challenge us, and of course, have fun with. But sometimes, a friendship can become unhealthy, and the effects can be damaging to your overall well being. It's normal to fight with friends and go through ups and downs, but when a friendship starts bringing more pain and hurt than happiness, it may be time to end the relationship or take a break.	7 Types of Toxic Friendships
4 Key Relationships to Nurture in Your Middle or High School Classroom by Natalie Lalagos	Relationship building may begin with the teacher-student relationship, but it shouldn't end there.	https://www.edutopia.org/article/nurturing-positive-relationships-school?utm_content=linkpos1&utm_source=edu-newsletter&utm_medium=email&utm_campaign=weekly-2023-07-12

RESPONSIBLE DECISION MAKING

Teachers make about 1,500 educational decisions each day (Goldberg and Hauser, 2017). Decision fatigue, as psychologist Roy Baumeister describes, is about willpower—it takes the

same willpower to make a decision than turning down a donut. That is why former President Barack Obama told *Vanity Fair* that he only wore gray or blue shirts [to pare down the decisions](#) he had to make on a daily basis.

[Researchers](#) estimate that on average, we make about 35,000 choices a day. That makes roughly 2,000 decisions per hour or one decision every two seconds. Some choices are more significant than others.

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school • Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

<https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>

Strategy	Description	How to Do It/Recommended Resources
Four Corners Strategy	This technique stimulates student learning through movement and discussion, and it can also be used as a formative assessment. Students are presented with a controversial statement or are asked a question. In each of the four corners of the classroom, an opinion or response is posted. Students express their	Four Corners

	opinion or response by standing in front of one of four statements, and then talking to others about why they have chosen their corner. Four Corners promotes listening, verbal communication, critical thinking, and decision-making.	
Differentiated Instruction	Powering Up for Differentiated Instruction Building scaffolds into lessons is crucial, and video game strategies can inspire teachers in the effort to meet students' needs.	https://www.edutopia.org/article/differentiation-english-class-video-game-style-supports
A Talk to Teachers by James Baldwin, 1963	In this speech, Baldwin describes what he thinks is the purpose of education is and is not and what the responsibility of every citizen should be in society.	A Talk to Teachers
Supporting Student Choice and Voice	Classroom Routines That Support Students' Voice and Choice	https://www.edutopia.org/article/classroom-routines-support-students-voice-choice
Explore Decision Making through an equity lens	What educational opportunities can you provide that help diverse learners realize their fullest potential? <ul style="list-style-type: none"> • How can you help students to become informed and engaged citizens? • Are there policies and practices in your school that undermine your students receiving the high-quality education they need and deserve? • In what ways can you address power relationships that discourage engagement in academic, social and emotional learning? • How can you create opportunities for the range of perspectives and talents in your classroom to be appreciated/leveraged to improve learning for all? 	Toward Transformative SEL (CASEL)
Help Teach Ways to Make Decisions	This activity from Climate Schools in Australia includes a useful worksheet to help anyone think through a decision.	Decision-Making Worksheet

Present Ethical Dilemmas in Related to All Subject Areas	Teaching ethics can not only help students become better decision-makers, but it can also help develop crucial academic and social and emotional competencies.	The Benefits of Teaching Ethical Dilemmas
How to Make Anti-Racism More than Performative by Dr. Bettina Love	“Much of what goes by the name ‘equity work’ is a collective hoping for racial justice. This hope too often hinges on the idea that before we change policies, we must change hearts and minds.”	https://www.edweek.org/leadership/opinion-empty-promises-of-equity/2021/01
Teach Media Literacy	The Media Education Foundation offers educational videos on gender, health, race, and commercialism, as well as discussion guides promoting media literacy and critical thinking skills for all ages.	Media Ed Foundation Media Use by Teens The Pros and Cons of Social Media Use Pew Research Center Teen Social Media Habits Getting Kids to take On-Line Safety Seriously Digital Media Resources and Frameworks
Practice Digital Citizenship	Social Media TestDrive lets young people practice digital citizenship skills in a simulated, realistic social media environment. This interactive educational platform was created by the Cornell University Social Media Lab in collaboration with Common Sense Education.	Social Media Test Drive Simulation
Project Look Smart	Project Look Sharp is a media literacy initiative of Ithaca College that develops lesson plans, media materials, training, and support for the integration of media literacy with critical thinking into curricula.	Project Look Smart
Reflective Group Conversation	This worksheet can be used to guide critical thinking within a group.	Group Reflection Guide
Embed Ethical Decision Making into the curriculum	The Decision Education Foundation provides an array of resources for teaching decision making to youth.	Curriculum Resources for Decision Making

5 Problem-Solving Activities for the Classroom	The five activities shared here by Resilient Educator can also be used outside the classroom.	5 Problem Solving Activities for Any Classroom
5 Decision Making	In this blog post, education consultant Bri Stauffer highlights tried and true activities that help middle school students learn how to make good decisions.	Best Decision Making Activities for Middle School
Service Learning Projects	Service-learning supports youth action on pressing needs, students address issues such as racism, equity in education, environmental justice, mental health and/or climate change in culturally responsive ways that are rooted in the students' passions and their communities' needs. Teachers create the wrap-around experience, guiding the learning without leading the action.	Getting Started in Service Learning
<p>Reflect on your own practices using evidence, and move forward by looking at our practices that we use every day.</p> <p>Do not throw out those strategies you use in the classroom, but actually gather evidence to understand the impact of those strategies you use.</p>	<p>Professor John Hattie of the University of Melbourne, Australia, has long researched performance indicators and evaluation in education. His research, Visible Learning, is the culmination of more than 25 years of examining and synthesizing more than 1,850 meta-analyses comprising more than 108,000 studies involving 300 million students around the world.</p> <p>Hattie wanted to understand which variables were the most important. Although "almost everything we do improves learning," why not prioritize the ones that will have the greatest effect?</p> <p>Hattie set about calculating a score or "effect size" for each, according to its bearing on student learning and taking into account such aspects as its cost to implement. The average effect size was 0.4, a marker that represented a year's growth per year of schooling for a student. Anything above 0.4 would have a greater positive effect on student learning.</p>	<p>Effect Sizes on Learning and Achievement</p> <p>John Hattie Isn't Wrong-You are Misusing his Research</p>
10 Powerful Ways to	Here are 10 creative and fun closing activities	https://www.edutopia.org/

End Your Lessons	we sourced from experienced teachers that you can try in your classroom.	article/10-powerful-ways-to-end-your-lessons
CDC's Youth Risk Behavior Survey Results	Search engine, graphs, data results from Youth Risk Behavior survey.	https://yrbs-explorer.services.cdc.gov/#/
Lesson Planning Practice Picker	<p>The checklist allows us to be objective as we critique a lesson and provides a more time-efficient collaboration process. After a lesson has concluded, a checklist is helpful for evaluating its effectiveness and helps us investigate why the lesson did or didn't work. This process provides a way to discuss a lesson objectively and ensure that the most accurate practice is being used for the current students' needs. When using the practice picker checklist, there is no magic number to indicate that the practice is definitely going to work. A practice certainly does not have to be a "yes" in all categories to still be a good practice for your students. However, it can help to look at it holistically:</p> <p>Lots of checks in the "yes" category—that's usually a pretty good sign! That would be a good indication that it's worth trying out with your students to see how it goes.</p> <p>A lot of checks in the "no" category—that doesn't mean it's definitely going to be a disaster but might indicate that the activity has to be tweaked to fit the group of students you have in front of you. Sometimes it's worth putting in the time to make those changes, but sometimes it's not, and you have to trust your professional judgment to see if you want to put the time and effort into improving it.</p> <p>An even mix of checks in "yes" and "no" categories—if that happens, we suggest that you weigh the importance of each item against each other. You can ask, "Is 'yes' more important in this moment than that 'no'?"</p>	https://wpvip.edutopia.org/wp-content/uploads/2023/06/Practice_Picker_Checklist_Project_final.pdf
Top 5 Critical	Supplemental critical thinking resources to	https://www.icevonline.co

Thinking Lesson Plans and Learning Resources curated by Bri Stauffer	<p>add to their existing curriculum.</p> <p>To help you teach critical thinking skills to your students, we've pulled together a list of other popular options.</p>	m/blog/critical-thinking-lesson-plans
5 Critical and Problem Solving Resources for Any Classroom.		https://www.icevonline.com/blog/critical-thinking-activities-high-school

EXISTENTIAL EDUCATIONAL ISSUES & PEDAGOGICAL TOOLS FOR ANY 21ST CENTURY CLASSROOM

Issue	Questions/Summary of Tool	Resource
Cell Phone in Schools	Should cellphones be banned in school?	https://www.theatlantic.com/ideas/archive/2023/06/ban-smartphones-phone-free-schools-social-media/674304/
<p>Elevate</p> <p>First launched at Stanford in 2017, today Elevate is used in over 160 schools across more than 25 states. It's always improving through the tireless efforts of a diverse collaborative of educators, researchers, students, and educational organizations.</p>	<p>Students are more engaged and successful in class when key conditions are present. Elevate helps educators optimize those conditions through:</p> <p>Shared language for student engagement. Realtime, actionable feedback for teachers. Guides & protocols for collaboration. Disaggregated data for monitoring impact. Access to a growing, national collaborative.</p>	<p>https://www.perts.net/elevate</p> <p>Elevate Learning Guides: https://docs.google.com/document/d/1exQV9xnuWsCE9mqy87d4Zklvtte4mL3yK10hxUAXW8Y/edit#</p> <p>Elevate Research Summation: https://docs.google.com/document/d/1sSTbVgA20_fGbmkh8Q1LYdG-2RiX7Mnn-A_etq6Hrhl/edit#</p>
Artificial Intelligence and the Future of Teaching and Learning	U.S. Department of Education with the release of this report. The report, "Artificial Intelligence and the Future of Teaching and Learning" provides substantial thought leadership defining AI's role in the future of teaching and learning.	https://www2.ed.gov/documents/ai-report/ai-report.pdf
The Power of Doing Less in Schools	Want real change in schools? Start by subtracting things.	https://www.ascd.org/el/articles/the-power-of-doing-less-in-schools
The debate over the "harmful" cell phones	Finding a path for peaceful coexistence with smart devices and teens.	<p>Argument #1: Get Cell Phones Out of Schools Now</p> <p>Argument #2: No One Knows</p>

		Exactly What Cell Phones are Doing to Teens
Using place-based learning.	Using place-based learning, project based learning in a variety of disciplines.	https://www.edutopia.org/article/immigration-history-project-high-school
The Education Department Outlines What It Wants From AI	The Education Department's report is the result of a collaboration with the nonprofit Digital Promise, based on listening sessions with 700 people the department considers stakeholders in education spread across four sessions in June and August of last year. It represents one part of a greater attempt to encourage "responsible" use of this technology by the federal government, including a \$140 million investment to create national academies that will focus on AI research, which is inching the country closer to a regulatory framework for AI.	https://www.edsurge.com/news/2023-06-02-the-education-department-outlines-what-it-wants-from-ai
Is Teacher Morale on the Rise?	Administered January 15th-25th, the 27-question 2023 Merrimack College Teacher Survey is part of an ongoing effort to track the pulse of the teaching profession. This year's survey included responses from 1,178 K-12 public school teachers, with a margin of error of plus or minus 3 percent at a 95 percent confidence level.	https://www.edweek.org/research-center/reports/is-teacher-morale-on-the-rise-results-of-the-second-annual-merrimack-college-teacher-survey/2023/05?utm_source=itble&utm_medium=eml&utm_campaign=merrimack&utm_content=custom_research_j&M=7001904&UUID=3846986941d9f004f00dd633fea148e2
Research on Smartphones and teens.	Kids Who Get Smartphones Earlier Become Adults With Worse Mental Health	https://jonathanhaidt.substack.com/p/sapien-smartphone-report
Taking a Transformative Approach to AI	What can leaders do to help ensure ChatGPT and other new AI tools will expand and support, rather than undermine, teaching and learning?	https://www.ascd.org/el/articles/taking-a-transformative-approach-to-ai
Helping High Needs Students for Equitable	Enable Excellent Equitable Outcomes for all students across	https://eleducation.org/resources/

Outcomes.	three dimensions of student achievement. Ensure students have access to the kind of teaching and learning that empowers them to succeed across multiple dimensions of student achievement.	
Technology Integration	How Generative AI Can Support Research-Based Math Instruction	https://www.edutopia.org/article/using-ai-math-instruction
Big Questions Institute	How might you educate, lead, and get prepared in these challenging times to create a more just, relevant, healthy, and sustainable experience of school for your students?	https://bigquestions.institute
Focused Attention Practices or Mindfulness Practices	Anchor Breath. Mindfulness or attention-focus practices always begin with connecting with breath because it is always there. Our breath grounds us and helps us return our focus to it when we become distracted or lose focus.	<p><u>Try this:</u> You are not controlling breath, simply noticing. Step 1: Inhale, notice where you feel your breath. With each exhalation switch your focus to the number 1. Step 2: Inhale again, focus on your breathing; exhale, say to yourself the number 2. When you first find your mind distracted or wandering, gently return your focus to you breathing. Step 3: Concentrate on the feeling of the inhale. Feel your stomach rise and fall as you exhale. Step 4: Try to count to 10 (10 exhales).</p>
Focused Attention Practices or Mindfulness Practices	Anchor Breath Practice	<p><u>Try this:</u> Simply notice your breathing coming in and going out.</p> <ul style="list-style-type: none"> •Place your hand on your chest or stomach; notice the chest and/or stomach rising and falling. Notice the sensations of breath in your nostrils;
Focused Attention	5-4-3-2-1 Blast Off From Anxiety	<u>Try this:</u> Sit quietly and Look

Practices or Mindfulness Practices		<p>Around and Notice:</p> <p>5 things you can SEE</p> <p>4 things you can PHYSICALLY feel. (e.g. fee on the floor)</p> <p>3 things you can HEAR.</p> <p>2 things you can SMELL.</p> <p>1 thing you can TASTE (e.g. gum; fresh air)</p>
Focused Attention Practices or Mindfulness Practices	Elongate Breath to Induce Calm. To help relax in stressful situations, try controlling your breath by expanding the length of your inhales and exhales.	<p>Try This:</p> <ul style="list-style-type: none"> •Count to 4 as you inhale, holding your breath and pausing as you take in more air. •Count to 7 as you slowly exhale, slowly releasing air through your nose. •Do this 5 times or for 2 minutes.
How to Meditate	Resources, research and basic practices on how to develop a practice.	https://www.mindful.org/how-to-meditate/
10 Minute Yoga For Self-Care (Yoga with Adrienne)	10 min Yoga For Self Care invites you to take 10 min of your day to practice self care and love of self. We spend a lot of time on our phones, computers, in traffic, working, and taking care of others. Take TEN to tend to your mind and body with this practice that combines yoga asana, breath, and massage.	https://www.youtube.com/watch?v=VpW33Celubg
Teach Your Body to Relax	If you are not relaxed, it is really difficult to focus and concentrate. When stressed, our thoughts run wild. Our attention feels like it is beyond our control. Your mind is what allows you to focus so your body can do the task at hand. Your mind instructs your muscles to start working or relaxing. Your mind listens to your body.	<p>Try this: Sit in a chair or lie down on the floor or stand.</p> <p>Step 1: Now inhale and tense every muscle in your body.</p> <p>Step 2: Raise your shoulders to your ears. Tense your fists and hold this pose for 5-10 seconds as you inhale and hold your breath.</p> <p>Step 3: Then let out your breath and release all of the tension.</p> <p>Step 4: Practice this until you feel like you can release tension and the tight muscles in your body.</p>

Learn to Control What You can Control	Distinguish between what you can control and what is uncontrollable. Teach yourself to focus on what you can control. One of the many things you can control is intentional attention.	<p><u>Try this:</u></p> <p>Step 1: One list should be the things you can control, which are things you can do something about or learn to do.</p> <p>Step 2: On the other list should be things out of your control. These are things you can't do anything about and should accept.</p> <p>Step 3: Learn to recognize the difference between the two and you can direct your attention and focus to things that help you perform optimally.</p>
Understand the nature of distractions	<p>Distraction can be caused by anything in our external environment. However, most distractions begin from within.</p> <p>Distraction is often an unhealthy escape from bad feelings or internal triggers. Boredom, uncertainty, fatigue, loneliness, anxiety, and stress are internal triggers. Our brains are wired to seek escape from these kinds of discomfort.</p>	<p><u>Try this:</u></p> <p>Brainstorm and write down your internal triggers (or uncomfortable emotional states) and external triggers that often lead you to being distracted.</p> <p>1: The goal is to recognize the sensations associated with them. Don't push the urges away, notice them, but don't act on them. Develop new ways to respond to them.</p> <p>2: Getting focused requires understanding both kinds of triggers and stopping the habit of impulsively giving in to the sensations associated with your triggers. Do you recognize when you get distracted? Do some reflection: Why does this trigger distract you? Why does this distraction matter to you? Why does it demand your attention?</p>
Schedule Brain Breaks during the day.	Take scheduled breaks .	<p><u>Try this:</u> Schedule breaks. The mind has a chance to rest. Let students rest and get their concentration powers back. Brain breaks should take place before fatigue, boredom, distraction, and inattention set in. The general rule of thumb is to provide around</p>

		three to five minutes of “break” time to give the mind time to reset.
Brain Break Activity Ideas	Revelations in Education, Dr. Lori Desautels	https://revelationsineducation.com/priming-the-brain-brain-breaks-and-focused-attention-practices-what-is-the-difference/
Focus and Attention Practices	The below research and strategies are not just for some youth...although critically important for those children and adolescents walking in with pain and adversity... but for all students and educators! (From Revelations in Education)	https://revelationsineducation.com/focused-attention-practices-and-new-research-on-the-stress-response-system/
Focus and Attention Practices	Different ways to practice attaining equanimity instead of breathing practices.	<p>Digital Sand Art: https://thisissand.com</p> <p>Relaxing Nature Video: https://www.youtube.com/watch?v=BHACKNDMW8</p> <p>Mindful Coloring Books: https://coloringbook.pics/antistress-coloring-pages/mandala/</p> <p>Virtual Calming Walk in the Forest: https://video.link/w/BWnJ</p> <p>Virtual Calming Room: https://sites.google.com/epschoolsri.com/epsdvirtualcalmingroom/visual-relaxation?authuser=0</p> <p>The Calm Place: https://www.nytimes.com/2018/11/05/style/self-care/the-calm-place-on-the-internet.html</p> <p>Calming Sounds: https://sites.google.com/epschoolsri.com/epsdvirtualcalmingroom/sounds-music?authuser=0</p> <p>Breathe Bubble:</p>

		https://www.youtube.com/watch?v=uxayUBd6T7M&t=2s Visual Relaxation: https://sites.google.com/epschools/ri.com/epsdvirtualcalmingroom/visual-relaxation?authuser=0 Kobe Bryant and the Power of Meditation and Sleep: https://www.youtube.com/watch?v=LdrVVJPIUK4
Noticing and controlling breath can be a brake pedal for a stress response.	Deep breathing exercises can help you to relax and prepare for any situation with decreased stress and anxiety. Relaxation means releasing bodily tension that occurs in reaction to an emotional situation. This is often used to calm an overactive nervous system. This strategy can be helpful when physiological responses to the situation are heightened. It is an easy strategy to learn, but takes time	<p>Try this: The pinwheel breathing exercise at home.</p> <p>Try this: Try triangle breathing exercises. Breathe in and hold as you count to 3. Hold your breath for a count of 3. Breathe out as you count to 3. Repeat until you feel calmer and breath slows down.</p> <p>Try this: Try breathing square exercise. Breathe in and hold for a count of 4. Hold your breath for a count of 4. Breathe out, counting to four. Hold your breath as you count to 4. Repeat.</p>
Relaxation Exercises	Take a few minutes at the beginning of practice or during a transition between activities to build in opportunities to simply be more relaxed.	<p>Try this: Close your eyes and visualize your day going really well. Create a mental image of an experience working out exactly the way you want it to.</p> <p>Try this: Close your eyes and visualize a really happy moment that you have experienced in the past. What feelings do you recall from that experience?</p> <p>Try this: Think about an</p>

		<p>accomplishment you have had recently that you are especially proud of. Allow yourself to feel those feelings of self-pride for a few moments.</p> <p>Try this: Power Pose: Stand tall, place your hands on your hips, head up, chest out, shoulders back. Hold this pose for two minutes. Allow stress to fall away and your confidence to boost.</p> <p>Try this: Close your eyes and listen to the sounds all around you. Can you name the sounds that you hear?</p> <p>Try this: Take a silence break. Sit in silence for a minute or two. Allow yourself to enjoy the peace and calm that silence can bring.</p>
Vagus Nerve Hack: Hand Reflexology	Research has shown that reflexology directly stimulates the parasympathetic nervous system. Eighty percent of our parasympathetic nervous system is the vagus nerve, so it can help with our heart rate, digestion, and relaxation. Here we discuss a specific vagus nerve point on the hand, a technique you can use easily throughout your day.	https://www.youtube.com/watch?v=GpHgKRVOdVs
How to do a Vagus Nerve Massage	Help down-regulate the nervous system with a massage of your ears.	https://www.youtube.com/watch?v=9uZ1rnKF5DU
Mindful Moments practice: Clench and Release.	This is one in a series of 7 short mindfulness exercises led by JusTme, with K-8 students in mind.	https://vimeo.com/227542821
Yoga for Beginners	A 15-minute teens yoga class for	https://www.youtube.com/watch?

	beginners with Yoga Ed, created for ages 13-18.	v=6kJgTouHHeE
Coping Skill for Middle School and High School Kids: Taking Deep Breaths	<p>Take a quick brain break from school work with the Strong4Life Challenge Team.</p> <p>Deep breathing is a coping strategy that can be used at any time to reduce stress, improve focus, and recharge the body and mind.</p>	https://www.youtube.com/watch?v=e2j7S8dy8j0
Yoga for Teens	Yoga with Adrienne, 20 minute practice	https://www.youtube.com/watch?v=7kgZnJqzNaU
Relaxing Music	Listen to music set with nature scenes to evoke relaxation.	https://www.youtube.com/watch?v=hlWil4xVXKY
Helping adolescents to feel competent and purposeful -- not just happy -- may improve grades	<p>Encouraging adolescents to feel capable and purposeful -- rather than just happy -- could improve their academic results as well as their mental health, according to new research which recommends changing how wellbeing is supported in schools. The study involved over 600 teenagers from schools in England and examined two aspects of wellbeing: life satisfaction (which roughly equates to how happy a person is) and 'eudaimonia', which incorporates feelings of competence, motivation, self-esteem and of 'functioning well'. Students with higher eudaimonia consistently outperformed peers in GCSE-level assessments, especially Maths. The study's lead author suggests that attention to these aspects of wellbeing could improve some pupils' Maths scores 'by a couple of grades'. There was no link between</p>	https://www.sciencedaily.com/releases/2023/07/230705194618.htm

	academic performance and life satisfaction. Despite this, life satisfaction -- helping children to feel 'happy' and suppress negative thoughts -- remains the focus of wellbeing education in English schools.	
How learning about wellbeing can benefit university students' own wellbeing Studying wellbeing science could be a key way of improving how today's students cope with the pressures they face	Studying wellbeing science as part of their courses could be a key way of improving how today's students cope with the barrage of stressors they face. Students are a high-risk population for mental ill-health and face increasing academic demands, loneliness and financial pressures but there are benefits they could get from studying an optional wellbeing science module.	https://www.sciencedaily.com/releases/2022/08/220805103722.htm
Pygamlion Effect	Summation of Rosenthal's research, Pygmalion in the Classroom	https://www.discovermagazine.com/mind/being-honest-about-the-pygmalion-effect Read the work from Rosenthal and Lenore here: https://sites.tufts.edu/tuftsliteracycorps/files/2017/02/Pygmalion-in-the-Classroom.pdf Research on Anti-Pygmalion Effect: https://files.eric.ed.gov/fulltext/EJ1066376.pdf
If Loneliness is An Epidemic, How Do We Treat It?	New York Times Article by By Eleanor Cummins and Andrew Zaleski. If loneliness is an epidemic, how do you treat it? Given its myriad health consequences, some experts argue it's time to consider new remedies.	https://www.nytimes.com/2023/07/14/opinion/treating-loneliness.html?smid=nytcore-ios-share&referrerSource=articleShare
Research on the	Research on the benefits of	Stress Reduction:

<p>Benefits of Mindfulness or Attention Focus Activities</p>	<p>Mindfulness Activities .</p>	<p><i>What’s the scientific backing?</i> A 2015 meta-analysis by Asuero et al., including 29 studies, showed that mindfulness has “large effects on stress” while having “moderate effects on anxiety, depression, distress, and quality of life. The effects of meditation on burnout are, on the other hand, minor, which speaks of taking stress reduction measures at the workplace before it leads to direct burnout.</p> <p>Improved Focus and Concentration</p> <p><i>What’s the scientific backing?</i> Research suggests that meditation can significantly improve focus and concentration. In a study by Mrazek et al. (2013), mindfulness training was shown to enhance working memory capacity – a key aspect of focus and concentration. The students who participated in the training also demonstrated reduced mind wandering. Notably, these benefits extended to their performance on the GRE – a standardized test often used for graduate school admissions – where they saw an average improvement of 16 percentile points.</p> <p>Enhanced Creativity and Innovation:</p> <p><i>What’s the scientific backing?</i> There is research to suggest that mindfulness and meditation can have positive effects on creativity and innovative thinking. A study by Colzato et al. divided people into two groups based on their meditation experience (meditators and non-meditators) and had them perform tasks designed to measure convergent thinking – finding the single best solution to a problem – and divergent thinking – generating multiple solutions to a problem. The</p>
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		<p>results indicated that the participants with prior meditation experience performed better on the divergent thinking task, demonstrating a greater ability to generate a diverse range of ideas.</p> <p>Improved Decision-Making <i>What's the scientific backing?</i> A 2014 study found that brief mindfulness meditation could improve decision-making in several ways. It reduced the influence of cognitive biases (systematic errors in thought affecting judgments and decisions), promoted rational thinking, and increased resistance to sunk cost bias (the tendency to continue investing in a losing proposition because of what has already been invested).</p> <p>Emotional Wellbeing and Resilience <i>What's the scientific backing?</i> A study from 2015 suggests that mindfulness meditation improved emotional regulation and resilience. Participants who underwent so-called Mindfulness-Based Stress Reduction programs showed changes in the brain areas associated with emotional regulation, pointing to improved emotional intelligence and adaptability in stressful situations.</p> <p>That's quite some benefits. The downside to meditation? Finding the time and calm to meditate consistently is difficult in a fast-paced world. Therefore, integrating meditation at the workplace is a fantastic way to invite the benefits in. If you're a leader and you want to incorporate meditation at the office – or if you want to convince your boss to do so – read on.</p>
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Growth Mindset Interventions	Do growth mindset interventions impact students' academic achievement? NO. A meta-analysis (63 studies, N=97,672), found major flaws in study design, analysis & reporting.	https://psycnet.apa.org/record/2023-14088-001
Reading in the 21st Century	Research on the benefits of Reading for Fun: There's a powerful academic impact, new research reveals, when students are voracious, voluntary readers.	https://www.edutopia.org/article/benefits-reading-fun?utm_content=linkpos-archive&utm_campaign=weekly-2023-12-20&utm_medium=email&utm_source=edu-newsletter
Using Character Chatbots in English Class	The tool Character.AI can give students insights into the books they read, as well as the limits of generative artificial intelligence.	https://www.edutopia.org/article/character-chatbots-english-class?utm_content=linkpos1&utm_campaign=weekly-2023-12-20&utm_medium=email&utm_source=edu-newsletter
CLEE's Protocols for School Improvement.	SRI's tools include protocols that offer structured processes to support focused and productive conversations, build collective understanding, and drive school improvement. Thoughtful use of these protocols is an integral part of building resilient professional learning communities. Consider using and adapting these for the classroom.	https://www.schoolreforminitiative.org/protocols/
To address "learning loss," prioritize social-emotional well-being in high	The Students Are Not the Problem-Erin Raab	https://www.ascd.org/blogs/the-students-are-not-the-problem

schools.		