

## FACILITATOR OVERVIEW

The report describes strategies schools can deploy within a tiered framework to support the general wellbeing of all teachers (i.e., Tier 1 support) and to address the needs and concerns of small groups of and individual teachers who require more targeted or intensive supports (i.e., Tier 2 and 3 interventions).

The listed activities below and the corresponding participant handouts beginning on p. 3 will help facilitators and participants distill important information about tiered supports for teacher wellbeing. They also serve as an opportunity to introduce and explain currently available supports teachers can access.

Learning activities are organized around two foci: (1) reflecting on stressors and their impacts and (2) practicing self-care. These activities can be completed across two different learning sessions of approximately 30-45 minutes each or as one larger session of approximately 1-1.5 hours. **Please note that this professional learning is designed for teachers.**

## LEARNING ACTIVITIES

### Focus #1: Reflecting on Stressors and Their Impacts

Corresponding Report Pages: 3, 7-8

#### Activities

1. Have participants complete the **“Teacher Subjective Wellbeing Questionnaire”** (see p. 3) independently to promote reflection on their current wellbeing and wellness. [5 minutes]
2. Split participants into pairs or small groups. Have them complete the **“Sources of Stress Brainstorm”** (see p. 4) to generate a list of potential stressors that occur within their personal lives and at school. Ask participants to list as many stressors as possible. [5 minutes]
3. Ask a representative of each pair or small group to share their list of stressors. Record these stressors on a whiteboard/shared document/screenshot. [5-10 minutes]
4. Have participants complete the **“Reflections on Stress and Its Impacts Worksheet”** (see p. 5) independently. Inform participants that their responses to the listed questions will guide a larger group discussion. [5-10 minutes]
5. Lead participants in a whole group discussion around their “Reflections on Stress and Its Impacts Worksheet.” Use the questions listed below to guide the discussion. [10-15 minutes]
  - What is the biggest or most common stressor affecting you and/or your colleagues? How does this stressor impact you and/or others professionally (e.g., ability to teach students, interactions with colleagues) and/or personally (e.g., inability to “disconnect” from work at home, familial tension)?
  - Have any of the stressors identified during this session grown to be more common or influential in the last 3-6 months? How has that impacted you and/or others professionally and/or personally?
  - Are there any steps that you can take to better manage and alleviate the stress you feel at school or home? If so, what are those steps?

### Focus #2: Practicing Self-Care

Corresponding Pages: 9-12, 17-18

### Activities

1. Have participants complete the **“Self-Care Checklist”** (see pp. 6-7) independently to promote reflection on their current strategies for relaxation and maintaining a healthy lifestyle. [5-10 minutes]
2. Lead participants in a whole group discussion around the importance of self-care to promote wellness. Use the questions listed below to guide the discussion. [10-15 minutes]
  - Why is it important that we pursue activities for recreation, relaxation, and/or personal fulfillment outside of the work setting? What are the benefits for our personal lives? How do such activities impact our professional lives?
  - What local opportunities exist that you and your colleagues can pursue for recreation and/or relaxation? Please share any examples you may have (e.g., art venues, sports, community organizations).
  - What are the consequences of not setting aside time for recreation, relaxation, and/or personal fulfillment? What impacts could this have on yourself and those you interact with on a daily basis?
3. Have participants complete the **“Wellness Strategy Goal-Setting Worksheet”** (see p. 8) independently. [10-15 minutes]
4. Present participants with information about how to access available district, school, and/or community resources to support their wellness. Share any information related to your district’s planned or current wellness programming. [5 minutes]



### Teacher Subjective Wellbeing Questionnaire

**Directions:** Answer the survey questions listed below to self-assess your wellbeing as it relates to your work at your current school. All responses should reflect how you have felt in the preceding month prior to taking the survey. Please note that you will not be required to share your responses.

STATEMENT	ALMOST NEVER	SOMETIMES	OFTEN	ALMOST ALWAYS
I feel like I belong at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a successful teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can really be myself at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am good at helping students learn new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel like people at this school care about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have accomplished a lot as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am treated with respect at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel like my teaching is effective and helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Center for Open Science and Utah State University<sup>1</sup>

<sup>1</sup> Contents quoted verbatim from: Renshaw, T. "Teacher Subjective Wellbeing Questionnaire (TSWQ): Measure and User Guide." Center for Open Science and Utah State University, OSF, 2020. p. 1. <https://osf.io/6548v/>



## Sources of Stress Brainstorm

**Directions:** In the spaces provided below, record examples of stressors (i.e., people, events, or things that cause you and/or others stress) that come from your personal life (e.g., home, family, community) and your professional responsibilities (i.e., those you encounter at school). Record as many items as you can think of in the allotted time.

### STRESSORS WITHIN PERSONAL LIFE

### STRESSORS DUE TO PROFESSIONAL RESPONSIBILITIES



### Reflections on Stress and Its Impacts Worksheet

**Directions:** Answer the questions presented below based on your personal experience and prior knowledge of stress and its impacts on yourself and others.

What is the biggest or most common stressor affecting you and/or your colleagues? How does this stressor impact you and/or others professionally (e.g., ability to teach students, interactions with colleagues) and/or personally (e.g., inability to “disconnect” from work at home, familial tension)?

Have any of the stressors identified during this session grown to be more common or influential in the last 3-6 months? How has that impacted you and/or others professionally and/or personally?

Are there any steps that you can take to better manage and alleviate the stress you feel at school or home? If so, what are those steps?



### Self-Care Checklist

**Directions:** Review the strategies and activities listed below related to physical, psychological, emotional, spiritual, and professional self-care. Check each strategy or activity that you currently use to manage stress and promote your own wellbeing. Please note that you will not be required to share your responses.

#### PHYSICAL SELF-CARE

- Eat regularly (e.g., breakfast and lunch)
- Eat healthfully
- Exercise or go to the gym
- Lift weights
- Practice martial arts
- Get regular medical care for prevention
- Get medical care when needed
- Take time off when you are sick
- Get massages or other body work
- Do physical activity that is fun for you
- Get enough sleep
- Wear clothes you like
- Take vacations
- Take day trips or mini-vacations
- Get away from stressful technology (e.g., e-mail)

#### PSYCHOLOGICAL SELF-CARE

- Make time for self-reflection
- Go to see a psychotherapist or counselor
- Write in a journal
- Read literature unrelated to work
- Do something at which you are a beginner
- Take a step to decrease stress in your life
- Notice your inner experience (e.g., feelings)
- Let others know different aspects of you
- Engage your intelligence in a new area
- Practice receiving from others
- Be curious
- Say no sometimes to extra responsibilities
- Spend time outdoors

### EMOTIONAL SELF-CARE

- Spend time with those whose company you enjoy
- Stay in contact with important people in your life
- Treat yourself kindly
- Feel proud of yourself
- Reread favorite books or re-watch favorite films
- Seek out comforting activities, things, and people
- Allow yourself to cry
- Find things that make you laugh
- Express anger and frustration constructively
- Play with children

### SPIRITUAL SELF-CARE

- Make time for prayer, meditation, and reflection
- Spend time in nature
- Participate in a spiritual gathering or community
- Be open to inspiration
- Cherish your optimism and hope
- Be aware of nontangible aspects of life
- Allow yourself to cry
- Find things that make you laugh
- Listen to inspiring music
- Read inspirational literature

### WORKPLACE OR PROFESSIONAL SELF-CARE

- Take time to eat lunch
- Take time to chat with coworkers
- Make time to complete tasks
- Identify projects or tasks that are rewarding
- Pursue regular professional development
- Get support from colleagues
- Negotiate for your needs
- Have a peer support group

### SPIRITUAL SELF-CARE (continued)

- Be open to mystery, to not knowing
- Identify what is meaningful to you
- Sing
- Express gratitude
- Celebrate milestones with rituals
- Remember and memorialize loved ones
- Nurture others
- Have awe-filled experiences
- Contribute to causes you believe in

Source: National Center on Safe Supportive Learning Environments<sup>2</sup>

<sup>2</sup> Contents quoted verbatim, with minor adaptations, from: "Secondary Traumatic Stress and Self-Care Packet." National Center on Safe Supportive Learning Environments. pp. 6-8. [https://safesupportivelearning.ed.gov/sites/default/files/Building\\_TSS\\_Handout\\_3secondary\\_trauma.pdf](https://safesupportivelearning.ed.gov/sites/default/files/Building_TSS_Handout_3secondary_trauma.pdf)



### Wellness Strategy Goal-Setting Worksheet

**Directions:** Based on your responses to the “Self-Care Checklist” on the two preceding pages, identify two new strategies that you do not currently use in each area that you are willing to commit to pursuing over the next month.

SELF-CARE DOMAIN	NEW STRATEGIES YOU INTEND TO PURSUE	
Physical		
Psychological		
Emotional		
Workplace or Professional		
Spiritual		

Source: National Center on Safe Supportive Learning Environments<sup>3</sup>

<sup>3</sup> Contents quoted verbatim, with minor adaptations, from: Ibid., p. 9.