
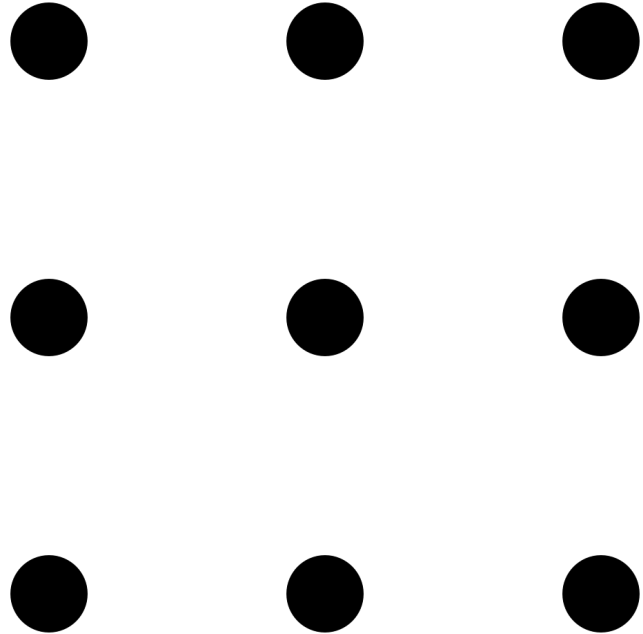

Practical Trauma-Informed Teaching Tips

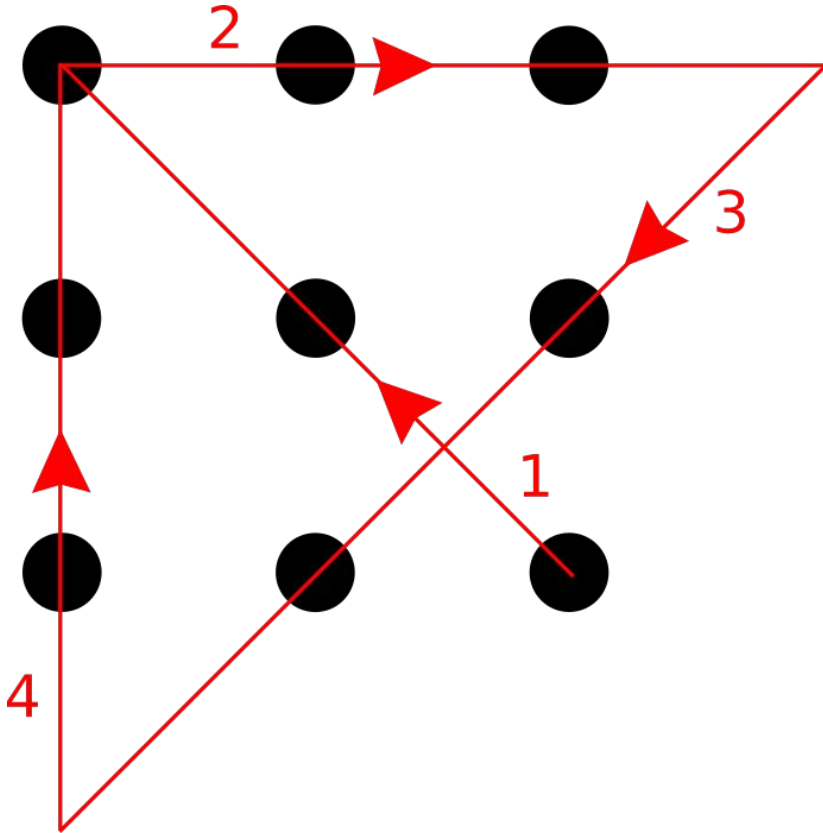
Ruby Richardson
School Counseling Specialist

Post Lunch Warm-Up

- Draw 9 dots in this pattern. 
- Draw four straight lines going through all of the dots, **without picking up your pen.**



Think Outside the Box



Did you get it correct? If so, you are one of about 5%! In order to solve the puzzle, you had to think outside the box. Most people tend to put an imaginary boundary around the dots.

Leading a Trauma-Sensitive Classroom calls for an outside of the box thinking. This approach is all about **strengths** and **successes** rather than problems and deficits.

“You can’t be problem-centered and solution-focused at the same time.”

~Russell A. Sabella

(Sabella, 2020)

Session Objective

Provide insight on the the social and emotional needs of students.

- Investigate how trauma manifests itself in the classroom
- Define SEL
- Explore preventative and proactive techniques for helping students cope under stress
- Consider adult coping and campus supports



What is Trauma?

The word trauma can be used to describe both an event that is traumatic and its after-effects.

Trauma can result from experiences that are:

- Physically or emotionally harmful or life threatening.
- Have lasting adverse effects on a person's functioning.
- Impact mental, physical, social, emotional, or spiritual well-being.

[-The Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#)

Understanding the Impact of Childhood Trauma

The **Adverse Childhood Experiences (ACEs)** study was instrumental in understanding the impact of childhood trauma. This 1999 medical study measured certain childhood experiences in over 17,000 people and was a breakthrough for understanding the connection between childhood stress, trauma and health. Medical patients were asked if they experienced physical, sexual, or emotional abuse or neglect as children. The patients were also asked if they experienced other specific issues as children, including:

- A mother who was treated violently.
- Substance abuse in the household.
- A household member with mental illness.
- Parental separation or divorce.
- A home member who was incarcerated.

ACEs Study

The ACEs study linked the documented experiences to increased risk of:

- Risky health behaviors
- Chronic health conditions
- Low Life potential
- Early death

Some specific ACEs correlations that were found were increased risk of

- Alcoholism
- Depression
- Poor academic achievement and work performance
- Financial stress
- Unintended pregnancies
- Suicide attempts

The Impact of Trauma on Children in Schools

- Physical symptoms like headache & stomach ache
- Sensitivity to loud noises, physical contact, sirens, sudden movements, etc...
- Hypervigilance, thinking others are violating their personal space
- Overreaction or blowing up when being told what to do by an authority figure
- Resistance to transition or change
- Lack of motivation to achieve

Overall Impact of Those Symptoms

- Lower Grades
- Truancy
- Increased school suspensions
- Struggles with reading
- Gaps in learning
- Dropping out of school

Free ACEs Quiz:

<https://americanspcc.org/take-the-aces-quiz/>

Important ACEs Take-Away

The ACEs study showed that adverse childhood experiences **increase the risk** of poor health outcomes.

IT DID NOT SHOW that these experiences **predict poor outcomes.**

Outcomes depend on the individual and many other **protective factors** such as:

- ★ positive relationships
- ★ healthy lifestyle
- ★ strong community support
- ★ genetics

“Risk factors are not predictive factors when balanced with protective factors.”

- Center for the Study of Social Policy, 2019

TRAUMA TRUTHS

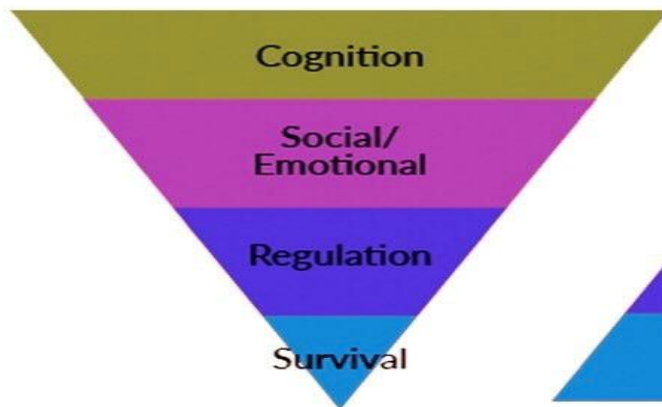
1. Trauma is real.
2. Trauma is prevalent. In fact, it is likely much more common than we care to admit.
3. Trauma is toxic to the brain and can affect development and learning in a multitude of ways.
4. In our schools, we need to be prepared to support students who have experienced trauma, even if we don't know exactly who they are {or what the trauma is.}
5. Children are resilient, and within positive learning environments they can grow, learn, and succeed.

Trauma & Brain Development



- Reptilian Brain
- Limbic System
- Neocortex

Typical Development



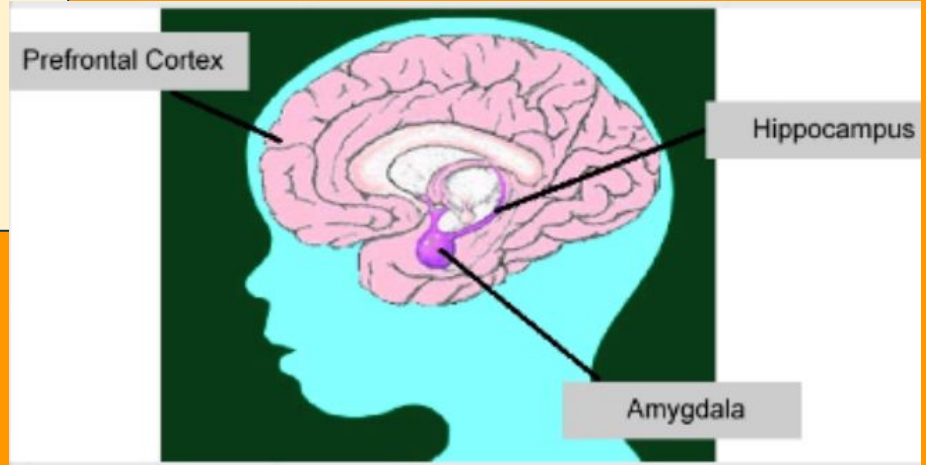
Developmental Trauma



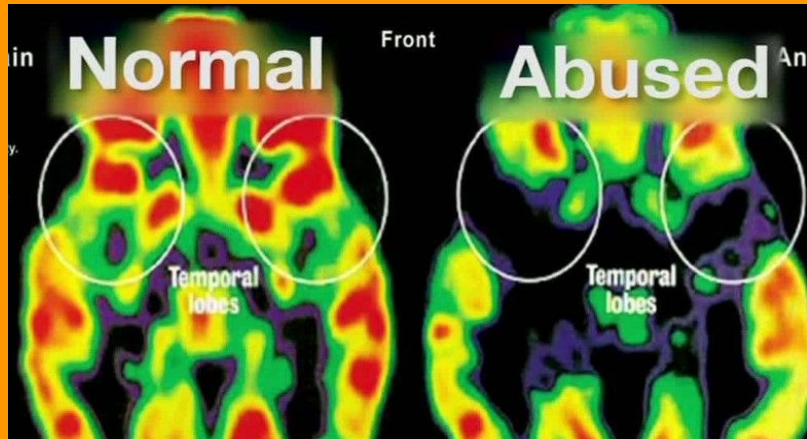
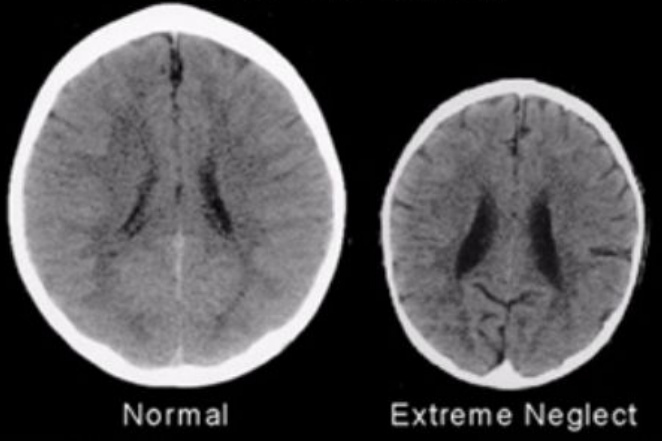
Adapted from Holt & Jordan, Ohio Dept. of Education

It's not rocket science, but it is brain science!

- The science of the brain
 - [Dr. Daniel Siegel's Hand Model of the Brain](#)
- Relationships & Mindfulness
 - [Dr. Karyn Purvis TBRI](#)



3 Year Old Children



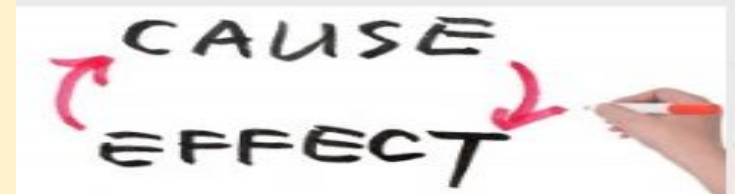
Amygdala: "Survival Brain"

- Controls heartbeat
- Breathing
- Digestion
- Cannot think, only react



Prefrontal Cortex: "Thinking Brain"

- Takes action based on information
- Controls decision making
- Personality
- Individuality



How might this look in the school setting?

Physical

- Increased somatic complaints (e.g., headaches and stomachaches)
- Over- or under-reacting to stimuli (e.g., getting startled easily [or not at all] by bells, physical contact, doors slamming, sirens)
- Increased activity level (e.g., fidgeting, getting out of seat)
- Withdrawal from other people and activities

Cognitive

- Recreating the traumatic event (e.g., repeatedly talking about or "playing out" the event) or avoiding topics that serve as reminders
- Difficulties with executive function (e.g., impulse control, attention)
- Worry and fear about safety of self and others
- Dissociation (e.g., disconnected from surroundings, "spacing out")

Social and Emotional

- Rapid changes in heightened emotions (e.g., extremely sad to angry)
- Change in ability to interpret or respond appropriately to social cues
- Difficulties with emotion regulation and impulse control (e.g., angry outbursts, aggression, increased distress)
- Emotional numbness, isolation, and detachment

Language and Communication

- Language development delays and challenges
- Difficulties with expressive (e.g., expressing thoughts and feelings) and receptive language (e.g., understanding nonverbal cues)
- Difficulties with nonverbal communication (e.g., eye contact)
- Use of hurtful language (e.g., to keep others at a distance)

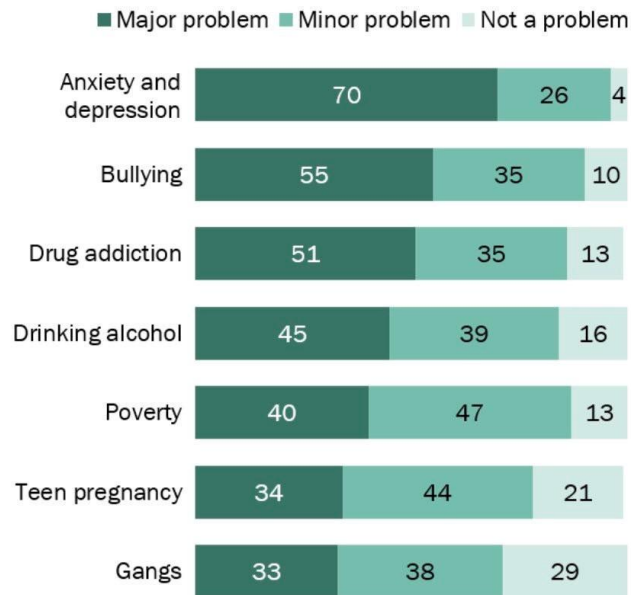
Learning

- Absenteeism and changes in academic performance/engagement
- Difficulties with authority, redirection, or criticism
- Difficulties listening and concentrating during instruction
- Difficulties with memory (e.g., may require more repetitions)
- Difficulties generalizing learned material in different contexts

The inability to regulate emotions often times leads to anxiety and/or depression.

Anxiety and depression top list of problems teens see among their peers

% of teens saying each of the following is a ___ among people their age in the community where they live



Note: Share of respondents who didn't offer an answer not shown.
Source: Survey of U.S. teens ages 13 to 17 conducted Sept. 17-Nov. 25, 2018.

"Most U.S. Teens See Anxiety and Depression as a Major Problem Among Their Peers"

We cannot erase traumatic events, but we can help students build resilience.

- Emotional Intelligence
 - Expand Emotional Vocabulary
 - Improve self-awareness
- Relational Intelligence
 - Understanding emotions in others
 - Build positive social relationships



We can teach these important life skills by incorporating SEL into everyday instruction.

...BUT WHAT EXACTLY IS SEL?



THINK
(Yourself)



PAIR
(With a partner)



SHARE
(Whole class)

KAHOOT!

Join at www.kahoot.it
or with the **Kahoot! App**



<https://play.kahoot.it/v2/lobby?quizId=fdeac575-2ec5-4fe6-8166-79d579edb54f>

WHAT IS SEL?

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL FRAMEWORK

The CASEL Five

- ❖ **Self-Awareness**
- ❖ **Self-Management**
- ❖ **Social Awareness**
- ❖ **Relationship Skills**
- ❖ **Responsible Decision Making**



Breaking it down a little further...

Self Awareness

- Identifying and recognizing emotions
- Accurate self perception
- Recognizing strengths, needs, and values
- Self efficacy
- Spirituality

Social Awareness

- Perspective taking
- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision Making

- Problem identification and analysis
- Problem solving
- Evaluation and reflection
- Personal, moral, and ethical responsibility

Self Management

- Impulse control and stress management
- Self motivation and discipline
- Goal setting

Relationship Management

- Communication, social engagement, relationships
- Working cooperatively
- Conflict management
- Help seeking and providing

(Zins et al., 2007)

Trauma-Informed Approach to SEL

- Focuses on students' strengths
- Intentionally use asset-based language to build students' confidence
- Goal is for students to feel
 - supported
 - cared for
 - empowered

Trauma Sensitive Classrooms

- Maintain structure and routines
- Teach concrete skills
- Offer student choice & sense of control when appropriate
- Set clear limits & logical consequences for inappropriate behavior
- Avoid power struggles
- Provide unconditional positive regard
- Maintain high expectations
- Avoid all or nothing mentality...allow room for growth
- Observe & ask questions rather than jumping to conclusions (“what happened to you?” rather than “what’s wrong with you?”)
- Restorative Practices
- Provide opportunities to belong & give back (peer mentoring, peer tutoring, support groups)

Trauma Sensitive Classrooms:

Focus on Trust

- Be Honest
- Be Predictable
- Be Reliable
- Be Empathetic

Crisis in a Trauma Sensitive Classroom:

When Crisis Happens

- Focus emotional regulation and healthy choices
- Remain calm
- Don't take it personally

After the Crisis

- Focus on the need the child was attempting to fill
- Create a plan for better meeting that need in the future

Check out this [great resource](#) for recognizing symptoms of trauma and responding!

Trauma Sensitive Classrooms

PREVENTATIVE STRATEGIES



Safe and Predictable Environment

- ❖ **Create** a welcoming classroom environment (e.g., greet students by name, do show and tells)
- ❖ **Post** class expectations at the front of the classroom
- ❖ **Display** a daily schedule and explain any deviations
- ❖ **Prepare** students for transitions (e.g., give a signal)
- ❖ **Communicate** clear safety procedures



Relationship Building

- ❖ **Talk** to students about their hobbies and interests
- ❖ **Use** a respectful tone during interactions
- ❖ **Involve** students in developing behavior/safety plans
- ❖ **Try** the 2x10 strategy with challenging students (talk with the student for at least 2 minutes each day for 10 days in a row)



Self-Regulation

- ❖ **Incorporate** activities that build coping strategies (e.g. identifying and validating emotions, deep breathing)
- ❖ **Create** calming spaces or break times with constructive activities that are *not* used as a punishment/time-out
- ❖ **Model and practice** appropriate social skills
- ❖ **Teach** students how to name and scale their emotions (e.g. rate anger on a scale of 1-5)

"IN THE MOMENT" STRATEGIES



Safe and Predictable Environment

1. **Be aware** of the student's body language, tone of voice, and emotional state
2. **Direct** other students to follow outlined safety procedures
3. **Provide** student with the opportunity to go to a safe space (e.g., meditation room, counseling office)
4. **Alert** appropriate support staff, when necessary



Relationship Building

1. **Project** calmness while approaching student using verbal and nonverbal techniques (e.g., using a respectful tone, sitting beside the student instead of standing over them)
2. **Show** you are listening and giving your full attention
3. **Express** that you care for the student and that they are safe



Self-Regulation

1. **Relax** before responding (deep breath, count to 10)
2. **Encourage** student to use relaxation and coping skills, and "comfort" objects
3. **Validate** student emotions (e.g., "You seem frustrated right now. Is that correct?")
4. **Assist** the student in identifying reasonable and safe response options (e.g., go to the counselor's office)

✗ When a student is in crisis, DO NOT: ✗

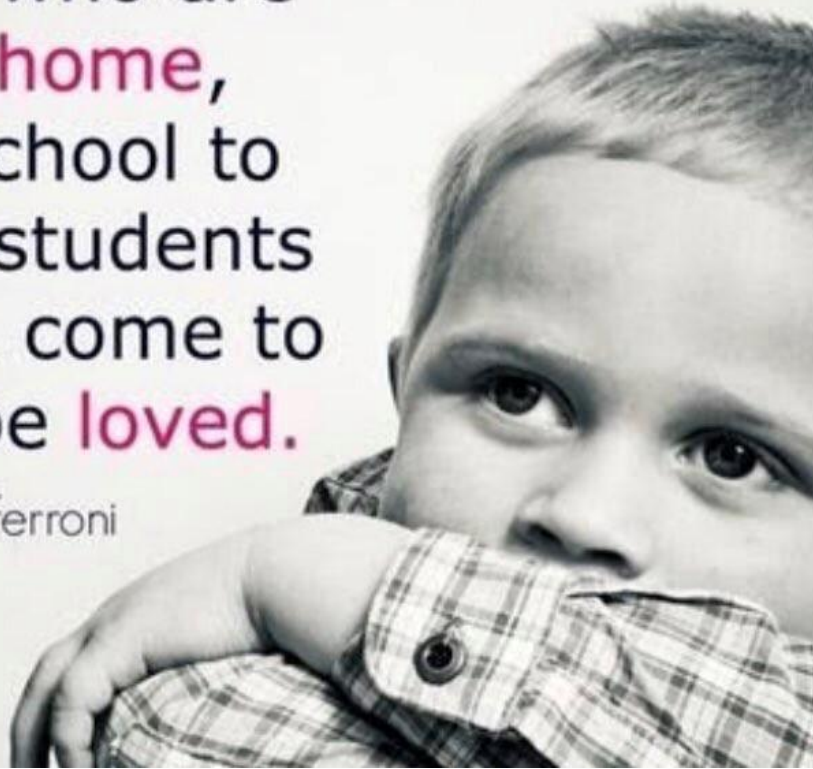
- ❖ Argue or get into a power struggle
- ❖ Raise your voice
- ❖ Handle the situation in public or in front of student's peers
- ❖ Use punitive punishment

“AFTER THE MOMENT” STRATEGIES

- ❖ **Provide** students with a safe place to talk about what happened
- ❖ **Engage** in a discussion with the student that includes:
 - Praise for any relaxation or coping skills the student used
 - Appropriate responses and strategies to use if the situation arises again
 - Potential consequences or negative outcomes if negative behavior continues
 - Specific steps for successfully resuming the classroom routine
- ❖ **Refer** students to other resources and supports or notify appropriate school support staff, when necessary

"Students who are
loved at home,
come to school to
learn, and students
who aren't, come to
school to be loved.

~Nicholas A. Ferroni



10 THINGS ABOUT CHILDHOOD EVERY EDUCATOR NEEDS TO KNOW

1. Kids who have experienced trauma aren't trying to push your buttons.
2. Kids who have been through trauma worry about what's going to happen next.
3. Even if the situation doesn't seem that bad to you, it's how the child feels that matters.
4. Trauma isn't always associated with violence.
5. You don't need to know exactly what caused the trauma to be able to help.
6. Kids who experience trauma need to feel they're good at something and can influence the world.
7. There's a direct connection between stress and learning.
8. Self-regulation can be a major challenge for students suffering from trauma.
9. It's OK to ask kids point-blank what you can do to help them make it through the day.
10. You can support kids with trauma even when they're outside your classroom.

<https://www.weareteachers.com/10-things-about-childhood-trauma-every-teacher-needs-to-know/>

Maya Angelou was once quoted as saying, “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”





Let's Talk Strategy

Trauma-informed schools meet students where they are by using a **strengths-based framework**, which includes the following concepts:

- Safety
- Trustworthiness & transparency
- Peer support
- Collaboration & mutuality
- Empowerment & choice
- Cultural, historical & gender issues

[CDC - 6 Guiding Principles To A Trauma-Informed Approach](#)

...but what does that look like in the classroom?

Classroom Contracts

Developing a student-led
behavior contract...

- Empowers
 - Motivates
 - Allows for ownership
 - Encourages self-management
 - Improves communication
 - Sets the stage for accountability
-

IDENTIFY YOUR CLASS WHY

- Explain the purpose of the contract.
- Lead students in a discussion about how a classroom contract could benefit them individually as well as the class as a whole?
- Set the non-negotiable standards to be filled in with student input.
 - Example: Respect yourself. Respect others. Respect the environment. Or Be prompt. Be prepared. Be Polite...
- Guide students on categories to consider
 - Relationships
 - Work Standards
 - Speaking and listening
 - Respecting the classroom environment

BRAINSTORM AS A GROUP

- Consider using an anchor chart for group discussion.
 - **Y Chart:** Brainstorm what a positive classroom environment looks like, sounds like, and feels like
 - **T Chart:** A positive looks like and sounds like
 - **Four Squares:** Positive classmates...1. Is; 2. Does; 3. Says; 4. Never...



DEVELOPING THE FINAL PRODUCT

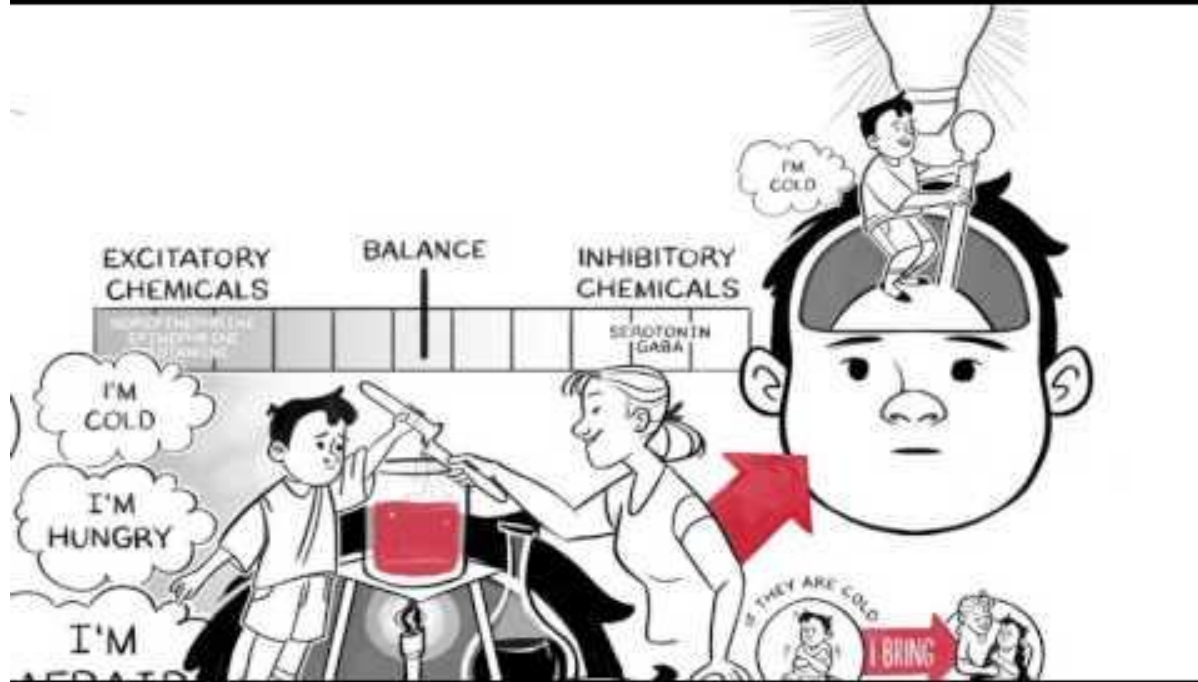
- Allow each student to pass by the chart and mark two items most important to them in each section.
- The ones with the most marks get transferred to another sheet of chart paper.
- Once the contract is written, students sign it...I saw one teacher have her students use use finger paint to add their thumb prints instead of a signature.

Build Relationships!

The ACEs study showed that the #1 protective factor was having at least one healthy relationship with an adult.

1	Greet students daily	Each morning, greet students by name as you first see them.
2	Ask questions	Start the morning with a daily discussion starter to find out more about students.
3	Remember facts	Make it a point to commit details about students to memory so you can mention those topics later.
4	Use interests in lessons	Incorporate individual student interests in lessons and activities from time to time.
5	Talk about non-school topics	Talk about current events, popular music, or the latest movie.
6	Give learners time to shine	Allow learners time to share their expertise with you and/or the class.
7	Share about your own life	Tell students a bit about yourself, such as your interests, hobbies, and family.
8	Apologize	Be open with students by admitting and apologizing when you make a mistake.
9	Laugh together	Give time to laugh together, whether it is laughing at a silly joke or something that happened in class.
10	Engage in activities with them	Find time to meet with students for lunch or cheer them on during their basketball game to show you care.

Positive Relationships Can Alter the Effects of Trauma



A friend of mine was working on a computer,
and her child was saying,
"Mommy Mommy Mommy Mommy!"
and she said, "Mhm, mhm, yes honey."

And finally he reached up, took her face and said:
"I need you to listen with your whole face."

"Listen with your whole face."

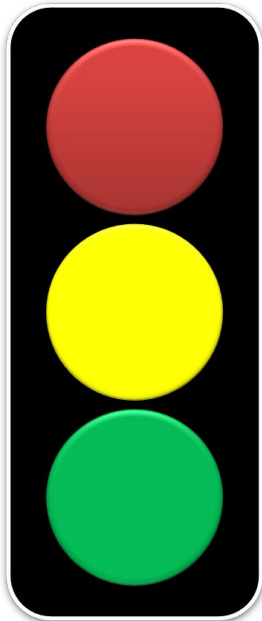
- Anita S. Charles, PhD
@anita_s_charles



Diane Sawyer - Screen Time

BECOME AN EMOTION DETECTOR

MAKING EYE CONTACT WITH A HANDSHAKE AND A POSITIVE COMMENT OR QUESTION CAN SERVE AS A QUICK “EMOTION DETECTOR” FOR RECOGNIZING EACH STUDENTS’ EMOTIONAL STATE.



Red- Student appears upset, avoids eye contact, may give cold greeting. Give them opportunity to recover. Avoid calling on them right away. Check on them at the first opportunity.

Yellow- students are somewhere between red and green. Use a wait-and-see approach.

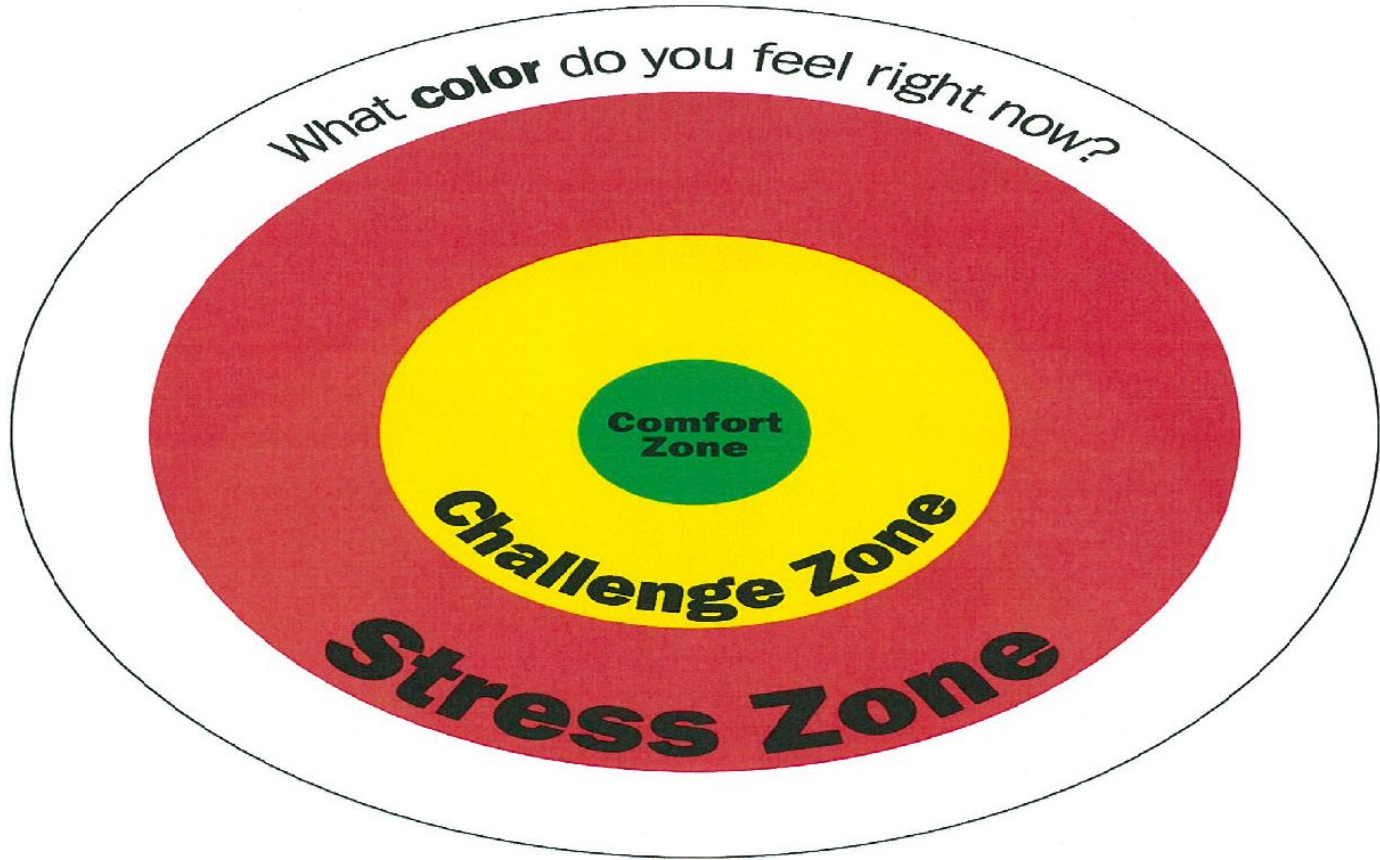
Green- students are in a positive emotional state. Call on them first and/or provide leadership opportunity.

What **color** do you feel right now?

**Comfort
Zone**

Challenge Zone


Stress Zone



The Five Point Scale

Rating	Looks Like, Sounds Like	Feels Like	What can I do?
5			
4			
3			
2			
1			

Feelings Chart

	How I feel	What I can do
5	 I need some help!	<input type="checkbox"/> Make a cartoon  <input type="checkbox"/> Talk with someone 
4	 I'm really upset.	<input type="checkbox"/> Color  <input type="checkbox"/> Think about the ocean 
3	 I've got a problem.	<input type="checkbox"/> Listen to music  <input type="checkbox"/> Breathe 
2	 Things are pretty good.	<input type="checkbox"/> Get a drink of water 
1	 Feeling great!	<input type="checkbox"/> Take a walk 

TEACH STUDENTS TO UNDERSTAND THEIR EMOTIONS.

- IDENTIFY HOW THEY FEEL
- RECOGNIZE WHAT THAT FEELING IS TELLING THEM
- REACT/RESPOND APPROPRIATELY

EMOTIONS AREN'T "GOOD" OR "BAD"

↳ EXAMPLES ↴

STRESS

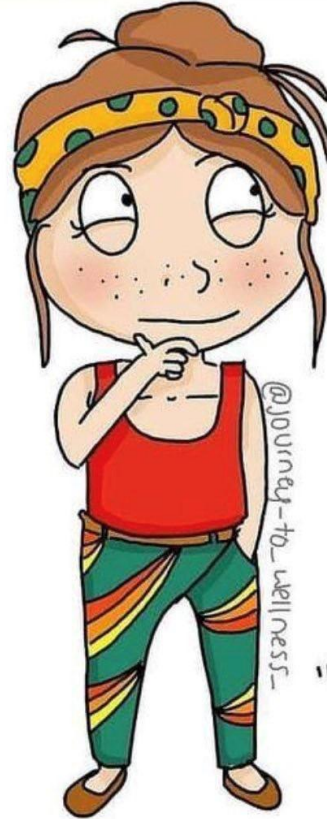
"I need to slow down. I need self-care."

SAD

"It's okay. I need love & to look for joy & gratitude."

ANXIOUS

"I need calm & grounding. I can remind myself I am safe & can manage this."

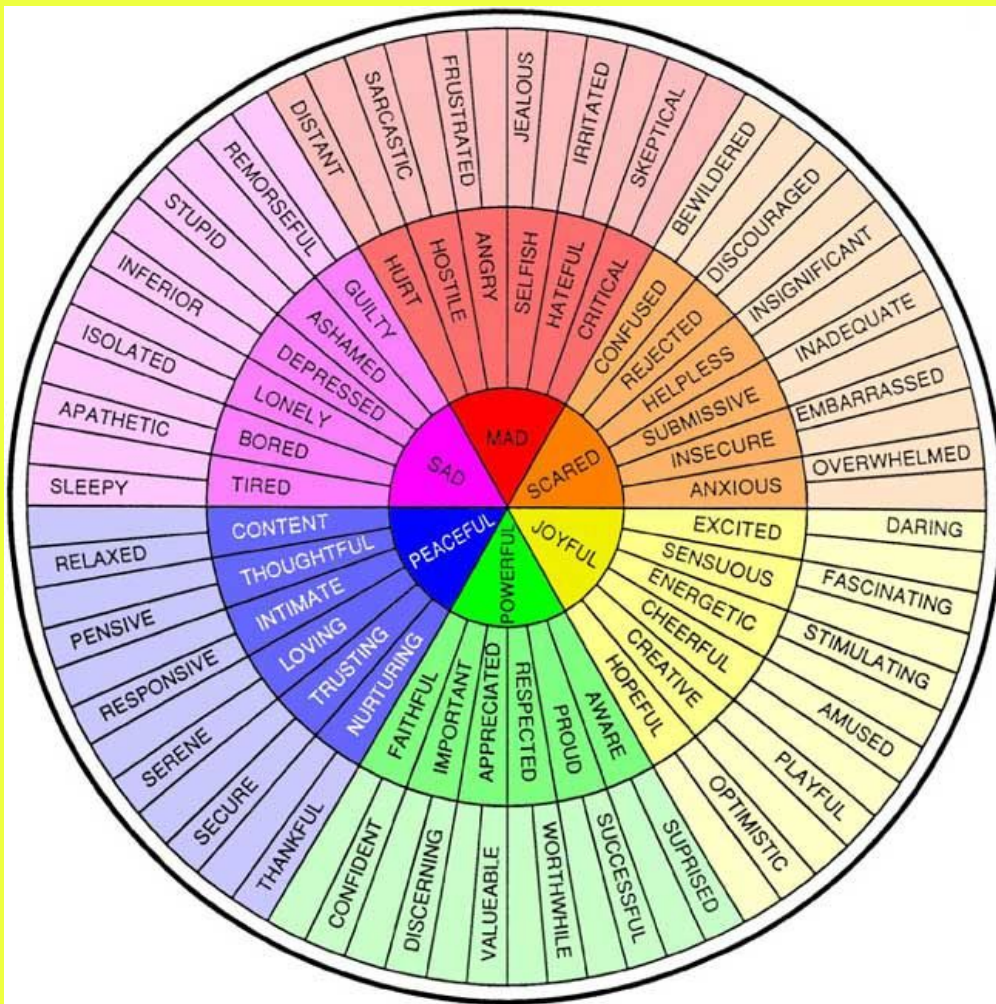


They are SIGNALS to us...

our body bringing our attention to something → Maybe letting you know that something is 'off-kilter' or out of balance.

ASK YOURSELF:

"WHAT IS THIS FEELING TRYING TO TELL ME?"



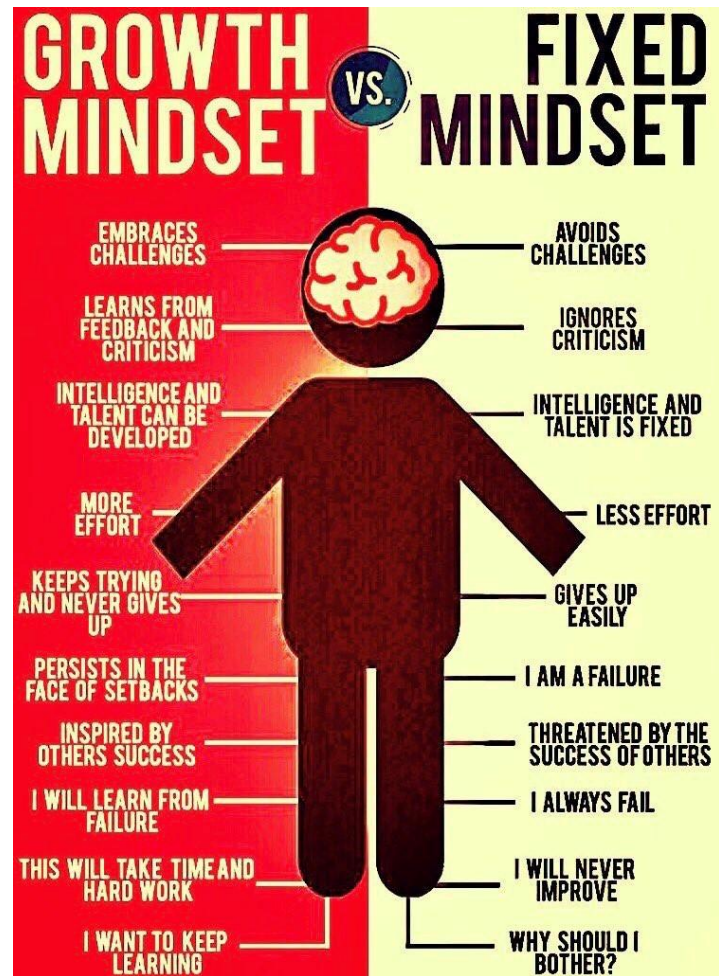
[Link to Feelings Wheel](#)

Ideas:

- Use feelings wheel in individual or group discussions.
- For younger students, find or create one with emojis.
- Use in staff development and even parent meetings...adults often need help identifying emotions as well!

TEACH GROWTH MINDSET

*Where is your mindset currently?
(internal reflection)*



Incorporate Activities That Foster Resilience

Find a partner.

Take turns counting, 1, 2, 3...gradually speed up.

Did anyone make a mistake? How did you react?



Try again, this time with more rigor.

1, clap on 2 (no words), 3.



AND...when you mess up, raise your hands and say “Ta da”.

Did it make you feel a little better that other people all around you were messing up?

One more time, but try a **clap for 1, say 2 and stomp on 3**.
This time.... if your partner makes a mistake offer them a double high-five and both of you shout “Ta da” together!

*What did you notice when you failed this time?
Did it change the way you approached the failure?*

HOW CAN THAT ACTIVITY TEACH RESILIENT BEHAVIOR?

Underlying trust is **psychological safety**, or the feeling that it's safe to make mistakes, admit ignorance, or voice concerns and opinions, without the fear of being silenced or humiliated. Numerous studies show that when employees feel psychologically safe, their ability to learn from mistakes improves, resulting in better job performance. It makes sense that this would be the same in a classroom setting.

You could use this activity to help teach your students that it's okay to make mistakes while learning and that we should encourage each other rather than putting each other down. Teach that the classroom should be a safe place to take chances, learn and grow.

Activities

List it: Student draws a line down the middle of a piece of paper. On one side write challenges, and on the other side list strengths, resources and trusted advisers who help them with those challenges.

Face It: Students draw an outline of their face on front and back of a piece of paper. On one side, student lists what others see in them. On the opposite side, they list the strengths and resources they possess that others don't know about.

Reverse Poetry: Read from top down & discuss the message. Then read from bottom up and discuss the same words but different but different perspective.

Worst Day Ever?

“I Pressed On” Another perspectives lesson...rearrange the word DEPRESSION to spell I PRESSED ON. Have students write about a time when they faced adversity or challenges but pressed on.

More Activities

Sociodrama: Could use one-on-one or as a small group activity. Choose an inanimate object to bring to life in a skit. Divvy up parts and act out the scenario. Remember to go with a positive solution-focused approach instead of problem-solving. Examples:

- ★ Imagine if you were Johnny's backpack on a day when Johnny used his organizational skills. What might you look like?
- ★ What might the door say if Sally closed it gently on her way out?

Set the scene and allow students to have fun with it. Then debrief afterwards.

Bibliocounseling: If you see a theme arise in your classroom that needs to be addressed, try a read aloud over the topic. Here are a few sites with great bibliocounseling resources:

- ★ [Julia Cook](#); [Trudy Ludwig](#); [Books That Heal Kids](#);

Who Am I: Randomly assign groups of 3-4, read facts about famous people who overcame adversity. Give the clues from hardest to easiest until someone gets the answer. Then debrief actions they took to overcome. Ex: Walt Disney & Abe Lincoln

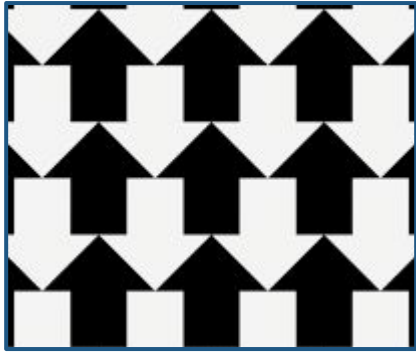
Even More Activities:

Suit Yourself:

- **Hearts:** generate conversations about something from the heart—how you felt, what it meant to you, etc.
- **Clubs:** describe things that grow—new ideas, new thoughts, a new point of view.
- **Diamonds:** are gems that last forever. What are some of the gems of wisdom gathered from people or content?
- **Spades:** used to dig in the garden, so generate conversation about planting new ideas or things participants dug up during class.

Perspective Taking...What do you see? Explain that what we see or how we feel about something depends on how we are looking at the situation. Show the following pictures and debrief by pointing out that you might not have seen what someone else did until after they pointed it out. In the same way, making the effort to gain new perspective will often lead us to new and different solutions.

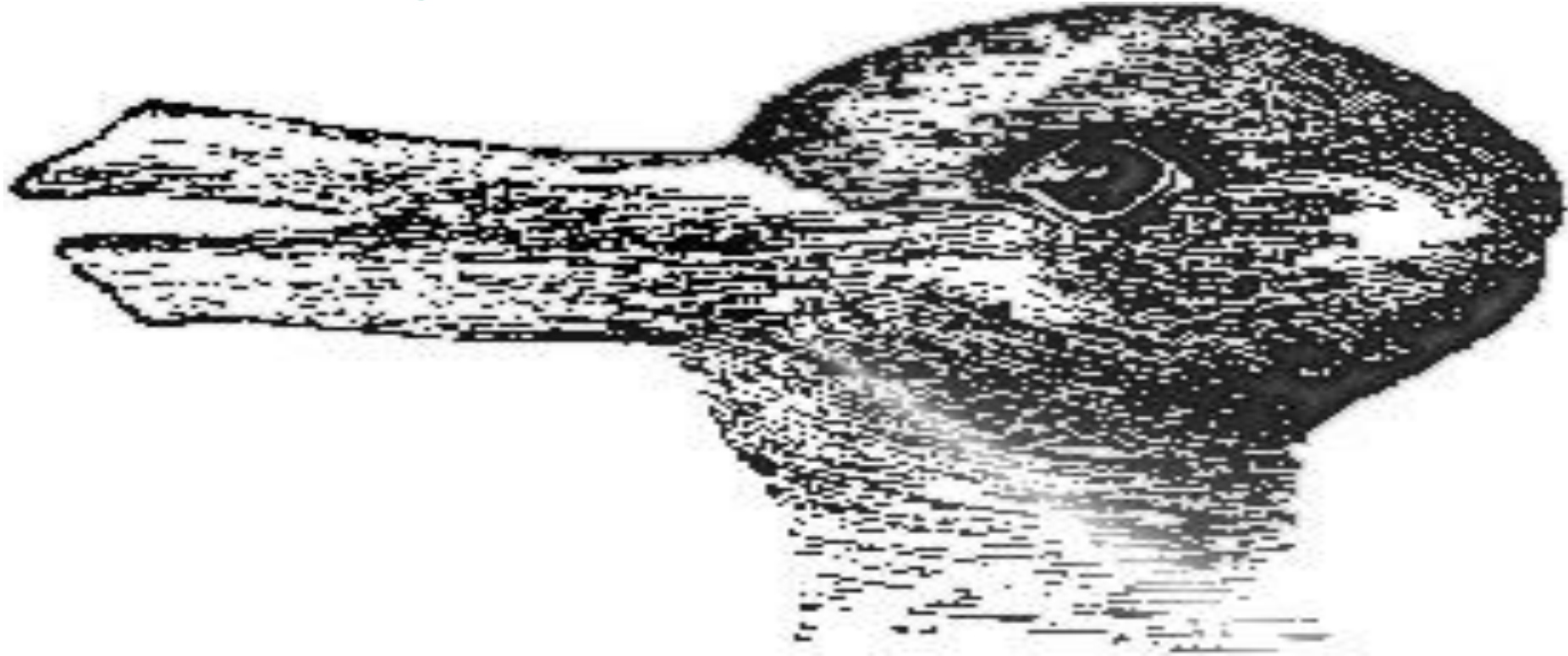
What do you see?



What do you see?



What do you see?



What do you see?



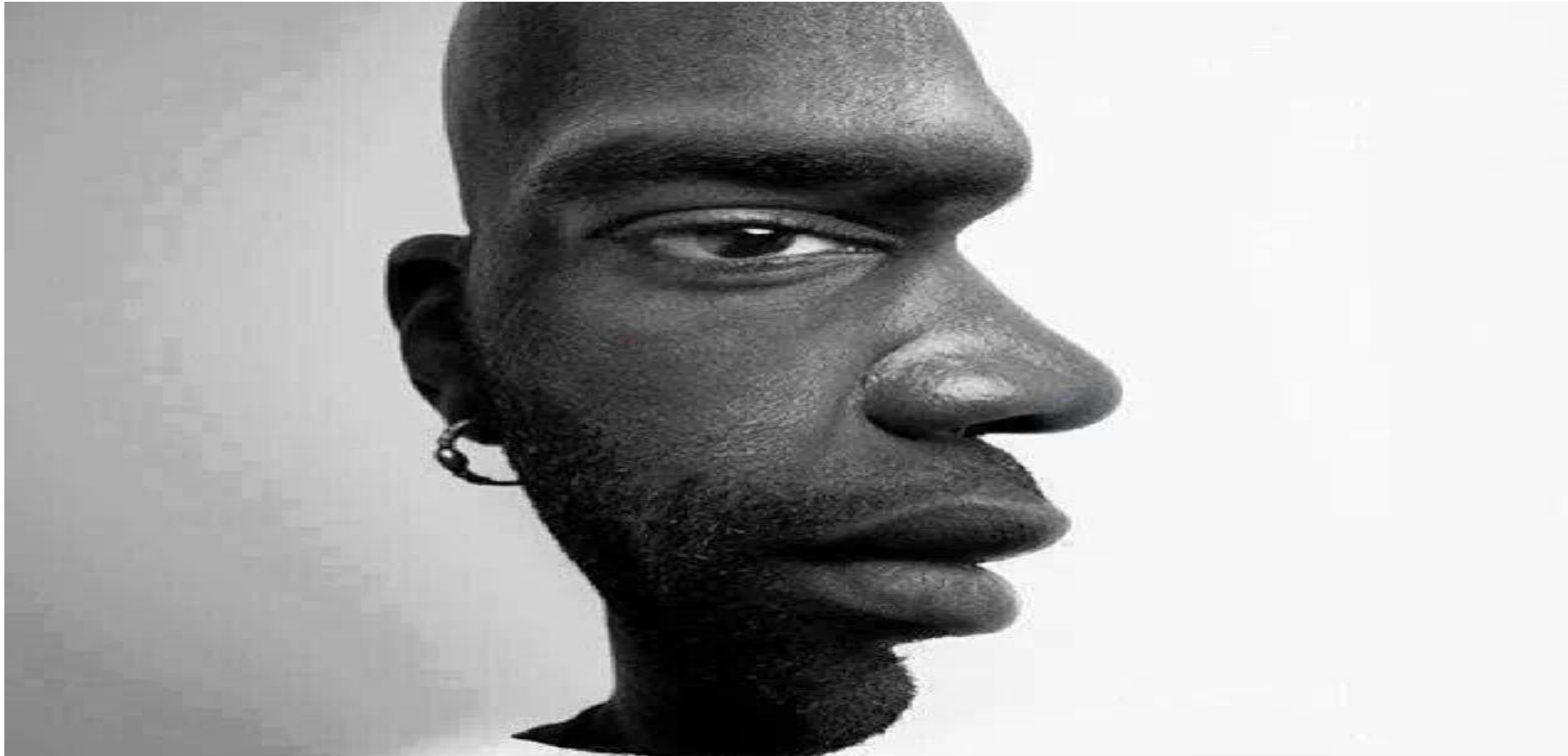
What do you see?



What do you see?



What do you see?





Free SEL Resources

Classroom Activities:

[13 Powerful SEL Activities](#)

[Classroom Climate & Exercises](#)

[Tools & Strategies for the Classroom](#)

[Pathway 2 Success Free Downloadable SEL Choice Boards](#)

[Free Downloadable SEL Read Aloud List](#)

[Free Downloadable Social Scenario Problem Solving Task Cards](#)

[Choose Love-Free SEL Curriculum](#)

[Discovery Education](#) - *Not necessarily free, but worth mentioning if your school subscribes.*

Other Resources:

[Bibliotherapy by Topic](#)

[Edutopia SEL Videos & Resources](#)

[Just Breath \(students teaching emotional intelligence\)](#)

[Maslow's Before Blooms](#)

[Every Opportunity \(the power of positive interactions\)](#)



A word cloud centered on the phrase "POSITIVE SCHOOL CLIMATE". The words are in various sizes and colors, including brown, green, and teal. The largest words are "POSITIVE", "SCHOOL", and "CLIMATE". Other prominent words include "CULTURE", "RELATIONSHIPS", "LEADERSHIP", "COMMUNITIES", "ACHIEVEMENT", "ENVIRONMENT", "PRACTICES", "CLIMATES", "LEARNING", "CONNECTIONS", "RESPONSIVE", "WELCOMING", "SAFETY", "INCLUSIVE", "ACADEMIC", "GRADUATION", "CREATIVE", "RISK-TAKING", "POSITIVE", "SCHOOL", "CULTURE", "CLIMATE", "STRENGTHENS", "COMMUNITIES", "FOSTERS", "SCHOOL", "CONNECTEDNESS", "IMPROVES", "LEARNING", "CULTURALLY", "RESPONSIVE", "PRACTICES", "POSITIVE", "SCHOOL", "CULTURE", "CLIMATE", "STRENGTHENS", "COMMUNITIES".

strengthensCOMMUNITIES
encouragesCREATIVErisktaking POSITIVESCHOOLLEADERSHIP
increasesGRADUATIONrates LEADERSHIP
inspiresEDUCATORS
RESTORATIVEpractices
increasesSTUDENTachievement
sparksINNOVATION SCHOOLCLIMATE
CULTURE
RELATIONSHIPS
INCLUSIVEandCARING
increasesACADEMICachievement
WELCOMINGenvironment SAFESCHOOLS
CLIMATE
culturallyRESPONSIVEpractices POSITIVESCHOOLCLIMATE
fostersSCHOOLconnectedness
improvesLEARNING STRENGTHENScommunities



**EVERY
OPPORTUNITY**



**Student
Perspective**

What is Culture and Why Does it Matter?

Culture is our way of life. It includes our values, beliefs, customs, languages and traditions. Culture is reflected in our history, in our heritage and in how we express ideas and creativity.

Our culture measures our quality of life, our vitality and the health of our society. Through our culture we develop a sense of belonging, personal and cognitive growth and the ability to empathize and relate to each other. Direct benefits of a strong and vibrant culture include health and wellness, self esteem, skills development, social capital and economic return.

Brief Encounters

Pandya Vs. Chispa Activity



OBJECTIVES

- Participants will gain skills in observing and describing behaviors.
- Participants will develop an understanding of how our cultural values influence the way we view other groups.

Rules

- Split into two groups (Pandyas and Chispas) *one observer for each
- Observers: Watch closely as two different cultural groups interact. You may move among the participants, but you may not touch or speak to them.
- Pandyas and Chispas read your norms sheet and discuss briefly with your people. After I read the introduction then you must stay in “character” as your norms describe and mingle with the other culture.

Introduction:

- The two student groups from imaginary countries have been invited to a party sponsored by an international student-exchange organization.

The party organizers hope the two groups will get acquainted and learn about each other. When students return to their “home schools”, they will present culture reports to their classmates.

Ready, set, mingle...

REFLECTION

- How do our experiences shape who we are?
- How do our students' experiences shape them?
- What can you do next school year to build a positive school/classroom culture?
- What are ways that climate and culture can be sabotaged on a campus?

CULTURE CHANGE BEGINS WITH YOU!

Are you a...

LION

OTTER

GOLDEN RETRIEVER

BEAVER

<https://www.decal.ga.gov/documents/attachments/5minutepersonalitytest.pdf>

KID FRIENDLY PERSONALITY QUIZ

<https://www.highlightskids.com/jokes/quiz/which-color-matches-your-personality>

Educator Wellness

An empty lantern provides no light.

~unknown

VICARIOUS TRAUMA

“Sometimes called the ‘cost of caring,’ vicarious trauma can result from ‘hearing [people’s] trauma stories and becom[ing] witnesses to the pain, fear, and terror that trauma survivors have endured,’ according to the American Counseling Association.”

(Edutopia, 2017).



Educator Wellness

Create a Self-Care Plan:

- Activity/Exercise
- Healthy sleep schedule
- Healthy eating plan
- Prayer meditation, and/or reflective journaling

Identify Support System

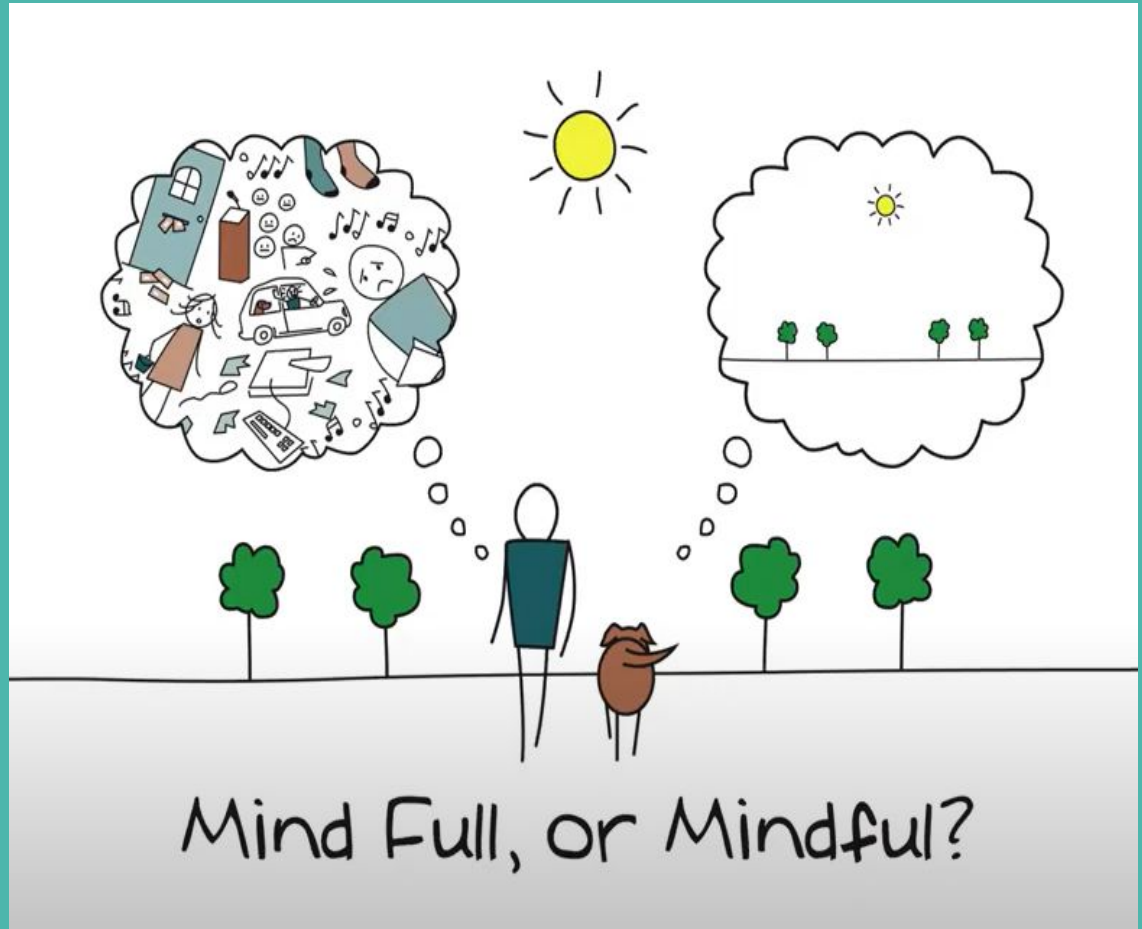
- Build healthy relationships and connections
- Ask for help
- Set Boundaries

Time Management

- Balance schedule
- Set realistic deadlines and expectations
- Plan breaks...and take them!



For more self-care strategies visit mindfulteachers.org & <https://classroommentalhealth.org/self-care/adult/>



EXIT TICKET

Grab a sticky note and list:

- 2 techniques you will implement next year.
- 1 accountability partner that will help you keep to your commitment.

Place your sticky note on the traffic sign on your way out.

- **GREEN-** I'M READY TO INCORPORATE SEL INTO MY CLASSROOM NEXT YEAR!
- **YELLOW-** I'M CAUTIOUSLY OPTIMISTIC ABOUT ADDING SEL COMPONENTS INTO MY CLASSROOM STRUCTURE.
- **RED-** I'M STILL NOT SURE HOW TO INCORPORATE SEL INTO MY DAILY CLASSROOM ROUTINE.

Sources:

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<https://www.nctsn.org/>

<https://www.webmd.com/children/piaget-stages-of-development#1>

[CDC - 6 Guiding Principles To A Trauma-Informed Approach](#)

[-The Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#)

https://www.researchgate.net/figure/Abnormal-brain-development-following-sensory-neglect-in-early-childhood-These-images_fig1_225759011

<https://salud-america.org/4-ways-childhood-trauma-changes-childs-brain-body/>

<https://www.doodlemaths.com/connect-the-dots-puzzle/>

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