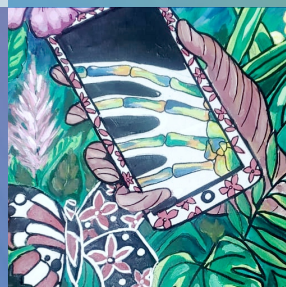
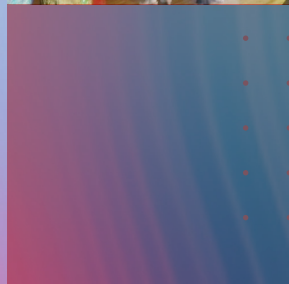
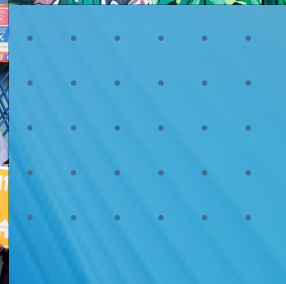
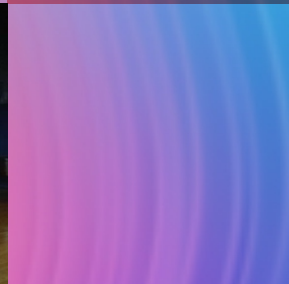
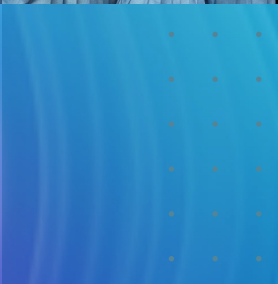
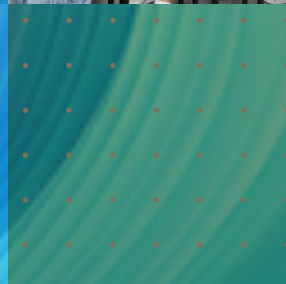




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PROGRAM AND CAMPAIGN AWARENESS FOR ACHIEVING WELL BEING AND SOCIAL-EMOTIONAL RESILIENCE IN SCHOOLS



Created by
Sabrina Sinanan

Program and Campaign Awareness for Achieving Well Being and Social-Emotional Resilience in Schools

PURPOSE:

The purpose of this program is to cultivate an emotionally resilient and mindful school community by integrating mindfulness techniques and social-emotional resilience training. Through a structured, top-down approach, we aim to nurture emotional intelligence, self-regulation, and interpersonal relationships among all school stakeholders—from students to staff and administrators. Our holistic approach promotes emotional well-being, fosters purposeful living, and creates a harmonious school culture where individuals can reach their highest potential both academically and personally.

Key Components:

- 1. **Heart-Brain Coherence:** Utilising techniques that synchronise heart and brain functions to reduce stress, improve cognitive function, and enhance emotional resilience.
 - 2. **Social and Emotional Resilience:** Developing strategies for individuals to effectively manage stress, build strong relationships, and recover quickly from emotional setbacks.
 - 3. **Mindfulness and Self-Regulation:** Incorporating daily practices of mindfulness, breathing exercises, and other self-regulation techniques to foster emotional balance and reduce anxiety.
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Top-Down Strategy Overview

One academic year

Objectives:

<u>TERM 1</u>	<u>TERM 2</u>	<u>TERM 3</u>
admin	ftp	School Assembly
middle management	classrooms	Class assembly
departments	aux staff	Classroom teaching

Objectives for Implementing a School-Wide Mindfulness Program

Term 1: Weeks 1-12 (Sensitization and practise for Leadership)

1. Conduct an introductory session for the **Principal & Vice Principal** on the benefits and framework of mindfulness and heart-brain coherence.
 - Provide resources (e.g., reading materials, videos) for leadership to deepen their understanding and begin incorporating mindfulness into daily administrative tasks - *Light and Love Visualisation & Heart Brain coherence practice*.
 - Establish program goals and discuss implementation strategies.
 - **Feedback:** After daily practice for 2 weeks.
2. Host **practice** for **Middle Management and Department Heads**, covering mindfulness practices, emotional resilience training, and self-regulation technique, i.e. Light and Love Visualisation & Heart Brain coherence practice.
 - o Provide resources (e.g., reading materials, toolkits) to deepen their understanding and begin incorporating mindfulness into daily administrative tasks.
3. Middle Management and Department Heads start applying mindfulness techniques within their respective teams during meetings, providing feedback, and adjusting practices as needed.
4. Facilitate discussions within departments and Form Teachers to develop a **customized action plan** for rolling out Heart Brain and the Love & Light visualisation across their departments and school community for Term 2.
 - o **Evaluate readiness** for broader school implementation by the end of Term 1.

Term 2: Weeks 13-24 (Teacher Practise and Introduction to Students)

1.
 - o Conduct **teacher practises** on mindfulness techniques, emphasising emotional regulation, self-awareness, and their integration into classroom routines and subject areas.
 - o Teachers practise mindfulness in their own lives and within their classrooms.
2.
 - o Teachers begin introducing mindfulness practices during **Form Teacher Period (FTP)**, focusing on basic breathing exercises, visualisations and reflection exercises (can be a worksheet) for students.
 - o **Auxiliary staff** (e.g., janitors, cafeteria workers) attend workshops on basic mindfulness techniques and how they can support a mindful environment.
3.
 - o Conduct periodic check-ins with teachers and auxiliary staff to **evaluate progress** and gather feedback for improvement.
 - o

Term 3: Weeks 25-36 (School-Wide Daily Mindfulness Practice)

1.
 - Teachers start **integrating mindfulness** into subject-specific lessons and classroom activities, fostering a mindful learning environment.
 - Provide worksheets on emotional regulation and stress management (e.g., mindfulness coloring, reflective journaling).
 - Introduce a **15-minute daily mindfulness session** during morning assemblies, led by the principal, teachers, or student leaders. Practices include breathwork, guided meditation, or heart-brain coherence techniques.
2.
 - Establish **classroom mindfulness breaks** during transitions between subjects, with 1-2 minutes of mindful breathing or relaxation exercises to reinforce focus and reduce stress.
3.
 - **Monitor and encourage** all staff and students to engage in daily mindfulness practices, ensuring at least 15 minutes are dedicated during assemblies and class transitions.
 - Conduct an **evaluation survey** of staff and students to assess the overall impact of mindfulness practices on the school culture.
4. **End of Term 3:**
 - **Celebrate the success** of the mindfulness program during the end-of-year assembly and create a plan to **sustain and expand** mindfulness practices for the following academic year.

Suggested Activities/Guidelines:

1. **Team Developments:**
 - Organize sensitisation workshops that encourage admin, middle management, HODs to model resilience and coherence practices.
 - Equip staff with resources and guidelines to create emotional well-being goals for their members.
 - Implement short coherence techniques for auxiliary staff during breaks, such as gratitude reflections or mindful breathing exercises.
 - Include them in all-staff resilience-building activities to foster a sense of belonging and shared purpose.
2. **Meeting Structure:**
 - Start every meeting with 5-10 minutes **Quick Coherence Technique** (breathing and focusing on positive feelings), and the Love & Light Visualisation.
 - Ensure regular discussion of emotional health and resilience practices within each department's goals.

3. Support and Professional Development:

- Use case studies from schools like **Geelong Grammar School** in Australia, which implemented mindfulness and emotional well-being practices successfully.

- Middle managers can collaborate with therapists to create tailored weekly activities that address specific challenges faced by their members..
- Offer professional development on emotional resilience and self-regulation, with resources from **The Collaborative for Academic, Social, and Emotional Learning (CASEL)**.
- Partner with therapists for staff counseling services and organize peer-support groups to share experiences.

2. **Classroom Activities:**

- Integrate activities such as **sensory mindfulness walks**, breathing exercises, and heart-focused meditations into daily classroom routines.
- Use “emotion check-ins” where students and staff reflect on how they feel at the beginning and end of the day.
- Begin every school day with a 5-minute mindfulness exercise for the entire student body. This can include simple breathing exercises, guided meditations, or heart-brain coherence techniques.
- Use a rotating “mindfulness ambassador” system where students lead these rituals, promoting leadership and engagement.
- Implement weekly worksheets focused on emotional resilience. These may include prompts for gratitude journaling, emotional regulation, and recognizing positive behaviors.
- Use case studies from schools like **South Burlington High School** in the USA, which reported a significant decrease in stress after implementing school-wide mindfulness practices.
- **School Assemblies:**
 - i. Dedicate assemblies to emotional well-being and resilience topics, using multimedia presentations (videos, guided meditations) to demonstrate the science behind heart-brain coherence.
 - ii. Invite mindfulness and wellness experts for special talks or interactive workshops.
- **Peer-Led Initiatives:**
 - i. Encourage student-led mindfulness clubs or peer support groups to sustain engagement and build a community of emotional resilience.

Sensory Activities

1. **Sensory Meditation:** Engage students and staff in multi-sensory meditations that focus on smell, touch, sight, sound, and taste. For example, a “five-senses walk” through the school grounds can focus on mindfulness in nature.
2. **Art Therapy Sessions:** Use visual art as a tool for emotional expression and coherence. Allow students to express feelings through drawing, painting, or sculpting.
3. **Music and Rhythm:** Incorporate musical activities like drumming circles or singing, which can help regulate emotions and promote heart-brain coherence.

4. **Breathwork and Movement:** Implement gentle yoga or Tai Chi exercises during PE classes or breaks to promote body-mind awareness.

Case Study Examples

1. **Geelong Grammar School, Australia:** Implemented mindfulness and social-emotional learning across its curriculum with notable success in student well-being.
 2. **South Burlington High School, USA:** Achieved reduced stress and anxiety levels by incorporating school-wide mindfulness initiatives.
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Worksheet 1: Administration

Topic: Leading a Culture of Heart-Brain Coherence and Emotional Resilience

Objective: To encourage administrators to model heart-brain coherence and emotional resilience, creating a school culture focused on emotional well-being.

Activity 1: Heart-Brain Coherence Practice

1. **Breathing Exercise:**
 - Sit comfortably, close your eyes, and focus on your heart.
 - Slowly inhale for 5 seconds, hold for 3 seconds, and exhale for 5 seconds.
 - Repeat for 2 minutes.
 - **Reflection:** Write 3 feelings or sensations you experienced during the exercise.
2. **Journaling Prompt:**
 - Reflect on a recent leadership challenge. How could you have applied heart-brain coherence or emotional resilience to handle it differently?
 - **Answer:**
 - Situation:
 - How I handled it:
 - How I could have handled it using heart-brain coherence:
 - How this would have benefited me and the team:

Activity 2: Emotional Well-Being in Leadership

1. **Self-Assessment:** Rate yourself on a scale of 1-10 on the following:
 - Managing stress effectively
 - Leading with emotional intelligence
 - Promoting emotional well-being in others
2. **Discussion Prep:**
 - In your next administrative meeting, share one action step you will take to improve emotional well-being across the school. Write it here:

- **My Action Step:**

- How will I communicate this to my team?

Worksheet 2: Middle Management

Topic: Building Emotional Resilience within Your Team

Objective:

To guide middle managers in fostering emotional resilience and mindfulness within their teams through practical strategies.

Activity 1: Emotional Check-In

1. Team Check-In Template:

- Implement a quick emotional check-in before meetings. Use this template:
 - How are you feeling today? (Circle one): Energized / Neutral / Tired / Stressed
 - Is there something you'd like to share that is impacting your well-being? _____

2. Reflection:

- After your next department meeting, reflect on how the emotional check-in influenced the discussion or mood.
- **Answer:**
 - How did the check-in help create a supportive environment?
 - What was surprising about the feedback?

Activity 2: Mindfulness in Department Meetings

1. Guided Breathing:

- Before your next meeting, lead your team in a 3-minute deep breathing exercise (inhale for 5 seconds, hold for 3 seconds, exhale for 5 seconds).
- **Post-Activity Reflection:** How did your team respond? Did it change the tone of the meeting?
 - Write your thoughts: _____

2. Action Planning:

- Write down 2 new practices you will introduce to your team to encourage heart-brain coherence and resilience:
 - Practice 1: _____
 - Practice 2: _____

Worksheet 3: Students

Topic: Cultivating Mindfulness and Resilience in the Classroom

Objective: To provide teachers with strategies to incorporate mindfulness and emotional resilience activities into their daily classroom routines.

Activity 1: Sensory Mindfulness Exercise

1. Guided Sensory Walk:

- During recess or break, guide your class on a “5-Senses Walk.” Ask them to observe:
 - What do you see that brings you joy?
 - What sounds do you notice?
 - What do you feel when you touch the grass or a tree?
 - Can you smell anything in the air? Describe it.
 - What taste is lingering in your mouth right now?
- **Reflection for Teachers:** How did this activity help shift the students’ energy or mood? Write your observations here:
 - Before the walk:
 - After the walk:

Activity 2: Classroom Emotional Check-In

1. Emotion Wheel:

- Use an “Emotion Wheel” (a chart with various emotions). At the start and end of the day, have students identify their feelings using the wheel.
 - “I feel _____ because _____.”

2. Reflect on Classroom Culture:

- How do you encourage emotional resilience in your classroom currently?
 - One new idea to implement emotional check-ins and mindfulness daily:
-

Activity 3: Teaching Heart-Brain Coherence

1. Quick Coherence Technique:

- Teach your students the Quick Coherence Technique:
 - Focus on your heart.
 - Breathe in slowly for 5 seconds, out for 5 seconds.
 - Think of something that makes

Psychoneuroimmunology (PNI) is the study of how the brain, nervous system, and immune system interact. The core principles of PNI emphasize that mental states (like stress, emotions, or thoughts) can influence immune function, and vice versa. Here's a brief outline of its key principles:

1. **Mind-Body Connection:** The brain and immune system are closely linked through neurochemical pathways. Mental health, including stress and emotional well-being, can directly impact immune function.
2. **Stress and Immunity:** Chronic stress weakens the immune system, making individuals more susceptible to illnesses, while positive emotions and relaxation can strengthen immune responses.
3. **Bidirectional Communication:** There is a two-way communication between the nervous system and immune system. For example, an infection can trigger changes in mood or cognition, while psychological stress can alter immune function.

Importance in Education:

1. **Student Well-being:** Understanding PNI principles helps educators promote mental health, recognizing that stress, anxiety, or trauma can affect both physical health and cognitive performance.
2. **Stress Management:** Teaching stress management techniques (like mindfulness) can improve students' immune health and learning outcomes, reducing absenteeism and improving overall well-being.
3. **Holistic Approach:** Educators can apply a holistic view to student care, focusing not only on academic performance but also emotional and psychological support, which contributes to better immune health and resilience.

Creating activities that integrate psychoneuroimmunology (PNI) principles into various subject areas can provide students with holistic, practical tools to manage their emotions, thoughts, and overall well-being. Below is a series of **15-minute activities** for subjects like **Math, Science, Languages, Music, Visual Art, Theatre, Food and Nutrition, and Computer Science**. Each activity can be adapted for students across different age groups and is designed to enhance mental stability, emotional awareness, and overall health.

1. Math – “Positive Patterns”

Objective: Use mathematical patterns to reinforce positive thinking and emotional resilience.

Activity:

- **Math in Emotions:** Students create a simple bar graph tracking how they feel throughout the day (using smiley faces or emotion labels like “happy,” “calm,” “frustrated,” “tired,” etc.). After a week, they analyze their patterns and discuss which activities improved their mood.
- **Reflection:** Discuss with students how identifying patterns in their emotions (like identifying patterns in math) helps them better predict and manage their moods.

Integration: Discuss the link between positive thoughts, emotional stability, and how identifying patterns can help improve overall health.

2. Science – “Mind-Body Connection Experiment”

Objective: Understand how emotions influence the body's physiological responses.

Activity:

- **Stress & Heart Rate:** Have students measure their resting heart rate by counting their pulse for 30 seconds. Then, guide them through a 2-minute relaxation exercise (slow breathing and positive imagery). Afterward, have them re-measure their pulse and compare results.
- **Discussion:** Talk about the impact of stress vs. relaxation on the body and how our thoughts and feelings directly affect physical health. Relate this to how the immune system reacts to stress.

Integration: Encourage students to notice how physical changes (like heart rate) mirror emotional shifts, fostering mindfulness.

3. Languages – “Emotion Words”

Objective: Expand emotional vocabulary and reflect on feelings.

Activity:

- **Journal Entry:** Students write about a time when they felt strong emotions (positive or negative). Have them identify and describe those emotions using a broader emotional vocabulary list (beyond just “happy,” “sad,” “angry”).
- **Reflection:** After writing, guide them through a breathing exercise, asking them to focus on a calming image. Students can add to their entry, describing how this exercise made them feel.

Integration: Highlight the power of language in naming emotions and how this practice helps regulate feelings and promotes better mental health.

4. Music – “Sound Healing”

Objective: Use sound and rhythm to balance emotions.

Activity:

- **Creating Calming Sounds:** Play different types of music (classical, nature sounds, upbeat pop). After each, have students close their eyes, breathe slowly, and reflect on how each sound makes them feel.
- **Group Discussion:** Discuss how certain types of music can calm the nervous system and improve mood. Let students create their own calming soundscapes using simple instruments or apps.

Integration: Emphasize how incorporating calming sounds into their routine can positively impact their emotions and physical health.

5. Visual Art – “Emotional Color Wheel”

Objective: Express emotions visually to promote emotional awareness.

Activity:

- **Color Your Feelings:** Have students draw a large circle and divide it into different sections. Each section represents a different emotion they've felt recently. They color each section with the color they feel represents that emotion (e.g., red for anger, blue for sadness).
- **Reflection:** Discuss how colors relate to their emotions. Encourage students to hang their color wheel somewhere to reflect on the balance of their emotions and how they can introduce more positive feelings.

Integration: Visualizing emotions helps students understand and regulate them, reinforcing psychoneuroimmunology's focus on the mind-body connection.

6. Theatre – “Role-Playing Resilience”

Objective: Teach emotional regulation and problem-solving through role-play.

Activity:

- **Scenario Practice:** Present a challenging situation (e.g., a conflict with a friend, feeling overwhelmed by schoolwork). Students act out both an unregulated reaction (e.g., anger) and a positive, mindful reaction (e.g., deep breathing before responding).
- **Discussion:** Have students reflect on how different responses felt in their body and mind. Relate this to managing emotions in real-life situations.

Integration: Role-playing allows students to practice emotional regulation, reinforcing how their reactions impact their physical and emotional health.

7. Food and Nutrition – “Mindful Eating”

Objective: Use mindful eating to enhance emotional stability and body awareness.

Activity: **Taste and Savor:** Give students a small piece of fruit (e.g., a raisin, a slice of apple). Guide them to eat it slowly, noticing its texture, taste, and how it feels in their body. Discuss how eating mindfully can help reduce stress and promote better digestion.

- **Reflection:** Afterward, discuss how focusing on the present moment during meals can create a sense of calm and gratitude.

Integration: Mindful eating links emotions and bodily sensations, which is key to building resilience and emotional awareness.

8. Computer Science – “Digital Detox Challenge”

Objective: Help students understand how reducing screen time can improve mental health.

Activity:

- **Digital Well-Being Plan:** Ask students to track how much time they spend on devices each day for a week. Then challenge them to reduce screen time by 15 minutes a day for a week, replacing that time with a relaxing activity (reading, mindfulness, etc.).
- **Reflection:** Students reflect on how they felt before and after reducing screen time. Did it improve their mood or focus?

Integration: Encourage students to regularly practice digital mindfulness to help maintain emotional and mental health.

9. Physical Education – “Movement for Emotional Balance”

Objective: Promote physical activity to reduce stress and improve emotional resilience.

Activity:

- **Stretch and Breathe:** Begin with 5 minutes of light stretching (yoga or gentle movement). Then, follow with 5 minutes of deep breathing, guiding students to focus on releasing any tension they feel.
- **Discussion:** Talk about how movement can release stress from the body and mind, helping students maintain mental clarity and balance.

Integration: Regular physical activity helps students manage their emotions and improves overall health.