

**COURSE TITLE:** OVERCOMING POST-PANDEMIC STRESS: A Journey to Wellness (CLOSED)  
**WA CLOCK HRS:** 30  
**NO. OF CREDITS:** 3 QUARTER CREDITS  
[semester equivalent = 2.00 credits]  
**OREGON PDUs:** 30  
**PENNSYLVANIA ACT 48:** 30

**INSTRUCTOR:** Heritage Instructor  
Heritage-Institute-Staff@hol.edu

**COURSE DESCRIPTION:**  
**(THIS COURSE IS NOW CLOSED FOR REGISTRATIONS)**

Post-Pandemic Stress Disorder (PPSD) is a new term coined to describe a significant disability some of our colleagues and students experienced in the aftermath of the COVID-19 crisis. The constant stress, anxiety, and fear experienced during the pandemic caused severe emotional distress many have had difficulty processing. Now more than ever, it is crucial to focus on learning new strategies to cope with this disorder.

This course will focus on supporting you in gaining practical everyday self-care techniques to combat PPSD such as increasing your energy, reducing your stress, centering yourself, and regaining your purpose for teaching. You will also be introduced to tools that help your students work through trauma, making supportive connections and inspiring them to take pride in their class work. As THI's presenter Dario Mobini states, "We, as teachers, can help our students to thrive in a time of fear, war, and uncertainty." So, join us on this journey of healing and rejuvenation.

The materials covered apply to K-12 and will be appropriate for all school staff (administrators, teachers, support staff, and instructional assistants).

**IMPORTANT NOTE:**

This course includes ten (10) hours of Zoom presentations.  
Dates and times are: Monday, July 11th – Friday, July 15th, 2022

Each day there will be two 1-hour presentations.

1st presentation starts at 9:00 a.m. – 10:00 a.m. (PST)

(A 15-minute break)

2nd presentation starts at 10:15 a.m. – 11:15 a.m. (PST)

**Topics covered are:**

- \* Building Relationships With Kids At The Edges. By John Creger, M.A.
- \* Cultivating A Social-Emotional Mindset. By Ann DeChenne, M.Ed.
- \* How To Work Easier: Ideas From A Math Teacher. By Aleta Doss, M.Ed.
- \* Mastering Motivation: Timing & Focus. By Mary Ann Johnson, M.Ed.
- \* Shining Our Light: How Teacher Wellness Fosters Student Success. By Alison Leepin, M.Ed.
- \* Five Strategies For Alleviating Pandemic Fatigue. By Brenda McKinney, M.A.
- \* Making Authentic Connections With Students. By Dario Mobini, M. Ed.
- \* Brain-Based Learning & More. By Laurel Pederson, M. Ed. & Ed.D.
- \* Finding Your Purpose For Teaching. By Sarah Rosman, M.A.Ed.
- \* Reducing Stress: Using Emotional Freedom Techniques. By Shelley Baker White, M.A. Ed

**IMPORTANT NOTE:**

The presenter's recording, PowerPoint presentations, and presentation resource sheet will be made available within 24 hours of the Zoom session.

Participants missing a live presentation may view the recorded version on this **Padlet**.

**Download this important [document](#) on Zoom links, schedules, presenters, descriptions, participation, and bios.**

The registration period for this course will end on **July 18th**. After that date, we will not be accepting new registrations.

This is a six (6) month course, and it will no longer be available after January 15th, 2023. Please make sure all of your assignments are completed before then.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

- Learned the effects that trauma could have on student learning outcomes
- Identified the needs of hard-to-reach students.
- Learned strategies on motivation to enhance student growth and wellness.
- Fostered a need to prioritize self-care to improve successful outcomes for students.
- Gained strategies to overcome pandemic fatigue.
- Learned how to develop authentic connections with students.
- Learned techniques for relaxing the body and mind.
- Learned how to reduce stress and anxiety among staff and students.

**COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), or Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

**UNIVERSITY QUARTER CREDIT INFORMATION**

**REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

**CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

**ADDITIONAL COURSE INFORMATION**

**REQUIRED TEXT**

None. All readings are online.

None. All reading is online.

**MATERIALS FEE**

None

**ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

**A. INFORMATION ACQUISITION**

Assignments done in a **course forum** will show responses from all educators active in the course. Feel free to read and respond to others comments.

### Assignment #1: Introduce Yourself & Review Important Information.

Welcome to Overcoming Post-Pandemic Stress: A Journey to Wellness Zoom video course.

1. Please download and read the [?instructions for participating in the live session.](#)
2. Be sure to keep handy a copy of the [?session schedule](#) which shows dates, start times, and login information for each session. You will be notified of any changes to this schedule.
3. Please view the [presenters' bios.](#)
4. Introduce yourself in 200+ words.
  - Describe your current professional situation.
  - What brings you the most joy in your work?
  - What struggles have you experienced in the classroom?
  - How did you choose this class, and what outcomes do you hope to achieve?

Post your response.

### Assignment #2: Attend or Review Dario Mobini & John Creger's Presentations

Attend or review both Zoom Presentations located on this [Padlet](#):

1. [Making Authentic Connections With Students.](#) By Dario Mobini
2. [Building Relationships With Kids At The Edges.](#) By John Creger

In addition to attending or reviewing the presentations, complete the following:

#### Read this article

- 6 Strategies for Building Better Student Relationships  
<https://www.edutopia.org/article/6-strategies-building-better-student-relationships>

#### Watch these Videos:

- Ted Talks Education: "Build Relationships with Your Students."  
<https://kcts9.pbslearningmedia.org/resource/83f0beff-a14a-434d-b551-4b53e3dee640/ted-talks-education-build-relationships-with-your-students/>
- Youtube: The Importance of Building Relationships by the Tennessee Department of Education.  
[https://www.youtube.com/embed/fsyaB8c\\_GVY](https://www.youtube.com/embed/fsyaB8c_GVY)

?The quarantine period of the pandemic may be over, but what it has left in its wake is a sense of emotional stress, depression, and anxiety, especially amongst our most vulnerable students. Now more than ever, it's essential to develop and teach students the art of building authentic relationships where they are heard, understood, and given voice to their needs.

After reading the above article and watching the videos, write a 2-3 page paper outlining:

- What strategies do you presently use to create an environment of trust, tolerance, and respect in your classroom?
- What new strategies will you incorporate in your classroom to create an environment based on honest communication and authentic relationship building?
- Also, write a short paragraph on the main takeaways for each presentation and [RATE](#) those sessions. Use this [LINK](#) to access the survey, and please enter a comment; it is important to us. At the end of the survey, please click the **SUBMIT SURVEY**.
- Post your paper and main takeaways in your response box.

#### PLEASE NOTE:

The PowerPoint slide presentation, Zoom recording, breakout-session questions, and presenter resources will be available within 24 hours of the Zoom meeting on this [Padlet](#).

### Assignment #3: Attend or Review Aleta Doss & Laurel Pederson's Presentations

Attend or review both Zoom Presentations located on this [Padlet](#):

1. [How To Work Easier: Ideas from a Math Teacher.](#) By Aleta Doss.
2. [Brain-Based Learning & More.](#) By Laurel Pederson

In addition to attending or reviewing the presentations, complete the following:

Educators need to be well-informed and well-prepared for students suffering from trauma. Understanding how trauma affects student

performance and sense of well-being is essential to student success.

**Read the article:**

- [Trauma-Informed Approaches to Classroom Management](#), by Brenda Ingram, EdD, LCSW Director of Clinical Services, Peace Over Violence

**Watch these videos:**

- Making a Mark: Helping kids adjust after the isolation of the pandemic.

<https://www.youtube.com/embed/uenOiXIKBR8>

- “Trauma-Informed Strategies for Building Relationships with Students by Dr. Himelestein.

<https://www.youtube.com/embed/n3lu9dkZc5g>

After reading the above article and watching the videos, write a 2-3 page paper outlining:

- What strategies do you presently use to help students suffering from trauma?
- What new strategies did you learn from the above article for helping students suffering from trauma?
- Also, write a short paragraph on the main takeaways for each presentation and **RATE** the sessions. Use this **LINK** to access the survey, and please enter a comment; it is important to us. At the end of the survey, please click the **SUBMIT SURVEY**.
- Post your paper and main takeaways in your response box.

**PLEASE NOTE:**

The PowerPoint slide presentation, Zoom recording, breakout-session questions, and presenter resources will be available within 24 hours of the Zoom meeting on this [Padlet](#).

**Assignment #4: Attend or Review Ann DeChenne & Allison Leepin’s Presentations**

Attend or review both Zoom Presentations located on this [Padlet](#):

- [Cultivating A Social-Emotional Mindset](#), by Ann DeChenne.
- [Shining Our Light: How Teacher Wellness Fosters Student Success](#), by Allison Leepin.

**In addition to attending or reviewing the presentations, complete the following:**

The number of educators suffering from compassion fatigue has increased over the past couple of years. According to Merriam-Webster’s dictionary, compassion fatigue is “the physical and mental exhaustion and emotional withdrawal experienced by those who care for sick or traumatized people over an extended period of time.” Therefore, taking care of yourself is as important as taking care of others.

**Read the article:**

[8 dimensions of wellness for educators](#), by authors Angel Montoya and Laura Lee Summers.

Watch the video:

The 8 dimensions of Wellness

[https://www.youtube.com/embed/2NR4\\_5dt7JA](https://www.youtube.com/embed/2NR4_5dt7JA)

After reading the above article and watching the video, complete the personal assessment survey by clicking on this [link](#).

Answer the questions at the bottom of the assessment:

- Which dimensions could you improve on?
- Which dimension are going “okay”?
- Which dimensions are you having success in?
- In a paragraph or two, make a plan to work on one of the eight dimensions. Make a plan to incorporate it into a daily or weekly routine.
- Also, write a short paragraph on the main takeaways for each presentation and **RATE** the sessions. Your feedback is very important to us. Use this **LINK** to access the survey. At the end of the survey, please click the **SUBMIT SURVEY**.
- Post your paper and main takeaways in your response box.

**PLEASE NOTE:**

The PowerPoint slide presentation, Zoom recording, breakout-session questions, and presenter resources will be available within 24 hours of the Zoom meeting on this [Padlet](#).

### **Assignment #5: Attend or Review Brenda McKinney & Sarah Rosman's Presentations.**

Attend or review both Zoom Presentations located on this [Padlet](#):

1. [Five Strategies For Alleviating Pandemic Fatigue](#), by Brenda McKinney
2. [Finding Your Purpose For Teaching](#), by Sarah Rosman

### **In addition to attending or reviewing the presentations, complete the following:**

Rekindling your love and passion for teaching was part of today's presentation.

Read this blog post by Yussif on [How to Restore Your Passion for Teaching](#), and in a 2-3 page paper, juxtapose Yussif's blog post with Sarah's presentation.

- What new insights did you gain from the blog and presentation?
- What strategies do you use to prevent burnout?
- Also, write a short paragraph on the main takeaways for each presentation and [RATE](#) the sessions. Use this [LINK](#) to access the survey, and please enter a comment; it is important to us. At the end of the survey, please click the **SUBMIT SURVEY**.
- Post your paper and main takeaways in your response box.

### **PLEASE NOTE:**

The PowerPoint slide presentation, Zoom recording, breakout-session questions, and presenter resources will be available within 24 hours of the Zoom meeting on this [Padlet](#).

### **Assignment #6: Attend or Review Mary Ann Johnson & Shelley White's Presentations.**

Attend or review both Zoom Presentations located on this [Padlet](#):

1. [Mastering Motivation: Timing & Focus](#), by Mary Ann Johnson
2. [Reducing Stress: Using Emotional Freedom Techniques](#), by Shelley White

### **In addition to attending or reviewing the presentations, complete the following:**

In Shelley White's presentation, she introduced you to the Emotional Freedom Technique (EFT). Engaging in some form of relaxation technique for the body and mind is paramount to living a healthy life.

### **Read the article:**

[Six relaxation techniques to reduce stress.](#)

### **View 3-4 videos:**

3 Minutes Breathing Meditation

<https://www.youtube.com/embed/lo5TDYz4B-Q>

Mindful Meditation (Body Scan)

<https://www.youtube.com/embed/t2UFYXYQHjA>

10 Minute Guided Imagery Meditation: Forest

[https://www.youtube.com/embed/t1rRo6cgM\\_E](https://www.youtube.com/embed/t1rRo6cgM_E)

4 Minutes - Yoga To Treat Anxiety & Stress – Beginners Yoga

<https://www.youtube.com/embed/iqcAWup2aCE>

12 minutes - Tai Chi for Beginners

<https://www.youtube.com/embed/R8NbQecDygQ>

10 Minute Qigong Routine to Start Your Day – For Beginners

<https://www.youtube.com/embed/nLnT25Q9tSU>

For the next five days, choose one or two of the above relaxing techniques. Keep a journal and write a 2 page paper on your experience.

Also, write a short paragraph on the main takeaways for each presentation and [RATE](#) the sessions. Use this [LINK](#) to access the survey, and please enter a comment; it is important to us. At the end of the survey, please click the **SUBMIT SURVEY**.

Post your paper and main takeaways in your response box.

### **PLEASE NOTE:**

The PowerPoint slide presentation, Zoom recording, breakout-session questions, and presenter resources will be available within 24 hours of the Zoom meeting on this [Padlet](#).

## **ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT**

### **B. LEARNING APPLICATION**

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators active in the course. Feel free to read and respond to others comments.

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#### **Assignment #7: Choose A Topic**

Choose one of the Zoom topics presented in this course, and develop a one-page listing of resources. (Use different resources than the ones listed in this syllabus and from the resource pages.) This listing needs to detail a minimum of 10 different resources in the subject of choice. Along with a minimum of a 1-2 paragraph summary of each resource and how to access it. Choices may include books, magazines, journals, videos, and internet sites.

Post your response

#### **Assignment #8: Personal Relationships**

During the past two years, it has been challenging to have powerful teaching and learning outcomes without caring and trusting personal relationships – teacher to student, student to student, and teacher to teacher. In a 3-4 page paper,

Describe how you:

- Cultivate a caring and trusting teacher-to-student relationship?
- Foster a constructive student-student relationship?
- Maintain a synergistic relationship with your colleagues?

AND

- How does developing and maintaining a positive relationship affect you personally and in your teaching environment? Post your response

Post your response

#### **Assignment #9: Lesson Plan**

Please complete one of the following options:

##### **Option A)**

- Adapt/create an activity or lesson reflecting what you've learned in this course. Include descriptions, links to, or screenshots of any distance learning apps involved.
- Implement your lesson with students in your classroom.
- Write a 400-500 word commentary on what worked well and what could be improved.
- Include any student feedback or noteworthy student products.
- Submit your lesson to your instructor via the lesson tab below.
- Share what you've learned with other teachers taking our courses by checking the [lesson library box](#) when you submit your lesson.

OR

##### **Option B)**

Use this option if you do not have a classroom or students available.

- Adapt/create a lesson to reflect what you've learned in this course. (Do not implement it.)
- Write an article of at least 500 words concerning any noteworthy success you've had as a teacher with one or more students in the subject area or instructional goals of the lesson adapted or created on how this experience has influenced the development

of the lesson.

- Please refer to the guidelines for our blog [What Works: Teaching at its Best](#) prior to writing your article.
- When you submit your article to your instructor, please also email a copy to Yvonne Hall ([Yvonne@hol.edu](mailto:Yvonne@hol.edu)) THI blog curator. The subject line should read - Overcoming Post-Pandemic Stress article.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your article to your instructor via the Response field and the modified lesson via Submit Lesson.
- As you submit your lesson, consider sharing it with other teachers taking our courses by checking the lesson library box.

Post your response.

### **Assignment #10: (500 Level ONLY)**

Complete two (2) of the following options:

#### **Option A)**

Using what you've learned from one of the presentations from this course, develop a 20-minute PowerPoint teacher training you could present to your colleagues. Include a resource page and a list of questions. The PowerPoint should contain a minimum of 6 slides.

**AND/OR**

#### **Option B)**

Write a 3-4 page paper describing what inspired you to become a teacher? How you maintain a sense of commitment, passion, and optimism during this period of change? What inspires you most in this profession? What are some of the challenges you face in your current teaching environment and do the pros outweigh the cons? And, finally, what steps do you take to prevent teacher burnout?

**AND/OR**

#### **Option C)**

Another assignment of your own design with prior approval of the instructor. This assignment will focus on the application of the principal concepts, strategies, and resources of this course to the participant's classroom or other educational settings.

Post your response.

### **C. INTEGRATION PAPER**

Assignment #11: (Required for 400 and 500 Level)

#### **SELF REFLECTION & INTEGRATION PAPER**

**(Please do not write this paper until you've completed all of your other assignments)**

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
  2. What aspects of the course were most helpful and why?
  3. What further knowledge and skills in this general area do you feel you need?
  4. How, when and where will you use what you have learned?
  5. How and with what other school or community members might you share what you learned?
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#### **INSTRUCTOR COMMENTS ON YOUR WORK:**

Please indicate by email to the instructor if you would like to receive comments on your assignments.

#### **QUALIFICATIONS FOR TEACHING THIS COURSE:**

A staff member who exemplifies the qualities necessary to teach this course has been selected.

### **BIBLIOGRAPHY**

#### **OVERCOMING POST-PANDEMIC STRESS: A Journey to Wellness (CLOSED)**

##### **BOOKS:**

- Bethune, Adrian, and Kell, Emma. A Little Guide for Teachers: Teacher Wellbeing and Self-Care. 2020. Sage Publications Ltd. Thousand Oaks, CA.
- Fisher, Douglas, & Frey, Nancy. Student Learning Communities: A Springboard for Academic and Social-Emotional Development. 2020. ASCD, Alexandria, VA.

- hooks, bell. Love as the Practice of Freedom
- Pate, Alexs. The Innocent Classroom: Dismantling Racial Bias to Support Students of Color. 2020. ASCD, Alexandria, VA.
- Skeen, Michelle, and Skeen, Kelly. Just As You Are: A Teen's Guide to Self-Acceptance and Lasting Self-Esteem. 2018. Rainbow Books. Canada.
- Stobaugh, Rebecca. Fifty Strategies to Boost Cognitive Engagement: Creating a Thinking Culture in the Classroom (50 Teaching Strategies to Support Cognitive Development). 2019. Solution Tree Press, Bloomington, IN.
- Sturtevant, James Alan. You've Gotta Connect: Building Relationships That Lead to Engaged Students, Productive Classrooms, and Higher Achievement. 2014. World Book, Ind. Chicago, Illinois.
- Walsh-McCaffrey. Overcoming Underachievement: A Personal Journey to Build Confidence and Discover Purpose. 2019. Self-published. ISBN: 9781794325630.

## BLOG POSTS:

- Yussif. How to Restore Your Passion for Teaching  
<https://classroommanagementexpert.com/blog/how-to-restore-your-passion-for-teaching/>

## ARTICLES:

- 6 Strategies for Building Better Student Relationships  
[?https://www.edutopia.org/article/6-strategies-building-better-student-relationships](https://www.edutopia.org/article/6-strategies-building-better-student-relationships)
- 8 dimensions of wellness for educators  
<https://learningforward.org/journal/looking-ahead/8-dimensions-of-wellness-for-educators/>
- 5 virtual-classroom tools to foster authentic connections.  
<https://corp.smartbrief.com/original/2022/02/5-virtual-classroom-tools-to-foster-authentic-connections>
- 10 ways to build student relationships from an online teacher  
[?https://www.faithrc.com/post/building-authentic-student-teacher-relationships](https://www.faithrc.com/post/building-authentic-student-teacher-relationships)
- A Powerful Strategy For Fostering Student Motivation.  
<https://www.edutopia.org/article/powerful-strategy-fostering-student-motivation>
- Six relaxation techniques to reduce stress. Student Motivations and Attitudes.  
<https://serc.carleton.edu/NAGTWorkshops/affective/motivation.html>
- Trauma Informed Approaches to Classroom Management, by Brenda Ingram, EdD, LCSW Director of Clinical Services, Peace OverViolence  
<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/260/Trauma%20Informed%20Approaches%20to%20Classroom%20Man>
- 5 Self-Care Practices for Every Area of Your Life. (2022, May 23). Verywell Mind. <https://www.verywellmind.com/self-care-strategies-overall-stress-reduction-3144729>
- Caring for Your Mental Health. (2021). National Institute of Mental Health (NIMH).
- Abolitionist Teaching Network (Website+Resources)  
<https://abolitionistteachingnetwork.org/>
- Gomez, D. (2022, February 25). Stress Is Pushing Many Teachers Out Of The Profession. Forbes.  
<https://www.forbes.com/sites/forbescoachescouncil/2022/02/23/stress-is-pushing-many-teachers-out-of-the-profession/?sh=47134fe4942b>
- O'Brien-Richardson. (2019). Harvard Business Publishing Education. Harvard Business Publishing Education. <https://hbsp.harvard.edu/inspiring-minds/4-self-care-strategies-to-support-students>
- People In Education: Humanizing Schooling (Website+Programs+Writing)  
<https://www.peopleineducation.org/>
- Unnatural Causes: Is inequity making us sick? (Documentary and Website+Resources)[https://unnaturalcauses.org/about\\_the\\_series.php](https://unnaturalcauses.org/about_the_series.php)
- What do we mean by self-care? (2018). World Health Organization.  
<https://www.who.int/news-room/feature-stories/detail/what-do-we-mean-by-self-care>
- Why Teacher Self-Care Matters and How to Practice Self-Care in Your School. (2021, May 17). Waterford.Org.  
<https://www.waterford.org/education/teacher-self-care-activities/>
- 5 Self-Care Practices for Every Area of Your Life. (2022, May 23). Verywell Mind. <https://www.verywellmind.com/self-care-strategies-overall-stress-reduction-3144729>
- Caring for Your Mental Health. (2021). National Institute of Mental Health (NIMH). <https://www.nimh.nih.gov/health/topics/caring-for-your-mental-health>
- Gomez, D. (2022, February 25). Stress Is Pushing Many Teachers Out Of The Profession. Forbes.  
<https://www.forbes.com/sites/forbescoachescouncil/2022/02/23/stress-is-pushing-many-teachers-out-of-the-profession/?sh=47134fe4942b>
- Love Louder: Building Authentic Relationships with Students  
<https://www.teachbetter.com/blog/love-louder-authentically-building-relationships-with-students/>

- How to be Authentic with Your Students  
<https://www.nhaschools.com/en/blog/Teachers-Lounge/How-to-be-Authentic-with-Your-Students>
- Building Authentic Student-Teacher Relationships  
<https://www.faithrc.com/post/building-authentic-student-teacher-relationships>

O'Brien-Richardson. (2019). Harvard Business Publishing Education. Harvard Business Publishing [Education](https://hbsp.harvard.edu/inspiring-minds/4-self-care-strategies-to-support-students).  
<https://hbsp.harvard.edu/inspiring-minds/4-self-care-strategies-to-support-students>

?People In Education: Humanizing Schooling (Website+Programs+Writing)<https://www.peopleineducation.org/>

- What do we mean by self-care? (2018). World Health Organization.  
<https://www.who.int/news-room/feature-stories/detail/what-do-we-mean-by-self-care>
- Why Teacher Self-Care Matters and How to Practice Self-Care in Your School. (2021, May 17). Waterford.Org.  
<https://www.waterford.org/education/teacher-self-care-activities/>
- Love as the Practice of Freedom bell hooks  
<https://uucsj.org/wp-content/uploads/2016/05/bell-hooks-Love-as-the-Practice-of-Freedom.pdf>

## VIDEOS:

- 3 Minutes Breathing Meditation:  
<https://www.youtube.com/watch?v=lo5TDYz4B-Q>
- 7 Minutes - Mindful Meditation (Body Scan)  
<https://www.youtube.com/watch?v=t2UFYXYQHjA>
- 10 Minute Guided Imagery Meditation: Forest  
[https://www.youtube.com/watch?v=t1rRo6cgM\\_E](https://www.youtube.com/watch?v=t1rRo6cgM_E) Mindfulness Meditation
- 4 Minutes - Yoga To Treat Anxiety & Stress – Beginners Yoga  
<https://www.youtube.com/watch?v=iqcAWup2aCE>
- 12 minutes - Tai Chi for Beginners  
<https://www.youtube.com/watch?v=R8NbQecDygQ>
- 10 Minute Qigong Routine to Start You Day – For Beginners  
<https://www.youtube.com/watch?v=nLnT25Q9tSU>
- The Eight Dimensions of Wellness  
[https://www.youtube.com/watch?v=2NR4\\_5dt7JA](https://www.youtube.com/watch?v=2NR4_5dt7JA)
- 13News Now. Making a Mark: Helping kids adjust after the isolation of the pandemic  
<https://www.youtube.com/watch?v=uenOiXIKBR8>
- American Revolutionary: The Evolution of Grace Lee Boggs (Documentary)  
<https://www.kcet.org/shows/pov/episodes/pov-american-revolutionary-evolution-grace-lee-boggs>
- Clint Pulver, “Be a Mr. Jensen”  
[https://www.youtube.com/watch?v=4p5286T\\_kn0](https://www.youtube.com/watch?v=4p5286T_kn0)
- Christopher Emdin, “Teach Teachers How To Create Magic”  
[https://www.ted.com/talks/christopher\\_emdin\\_teach\\_teachers\\_how\\_to\\_create\\_magic/discussion](https://www.ted.com/talks/christopher_emdin_teach_teachers_how_to_create_magic/discussion)
- Dr. Himelestein. “Trauma-Informed Strategies for Building Relationships with Students.”  
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