

Week 6: Last Week of Teaching for Student Experience

First Slide:

Empowered Wellbeing For Success™ Integration for the School Year and Beyond

So, how do you continue to use these empowerment techniques for wellbeing to move both yourself and your students towards success? Most importantly I encourage you to continue using the techniques at the beginning of each class time; this part of the procedure for the curriculum is really important in ensuring continued success for yourself and your students. The more often you practice the techniques regularly for small amounts of time, the more you will receive the benefits.

In this webinar, I'll also go over some of the concepts that I consider to be really important for you and your students in allowing you the most successful school year, and which I hope will spill over into your personal lives as well.

Second Slide:

The Importance of the 3 Environments

In the wrap up video for this week, I talk about the importance of the 3 environments. I am going to elaborate on this concept here as I know how important it is and it's generally not a common concept in most schools.

As I mention in the video Dr. Montessori speaks to the importance of prepared environments. I would argue that these prepared environments are important in all settings in both businesses and schools.

To recap:

Educators as the first environment: so what does this look like? We, like our students bring our personal experiences and our personal lives into the classroom. At times, we bring in

our personal difficulties into our classrooms as well, and often we don't realize that the students will feed off of our energy and our emotions. So, I caution you to make sure that your personal environment is in good shape before you enter your classroom. Using the wellbeing techniques and strategies that I've shared with you in the curriculum and in the coaching, it's my opinion, that your own prepared environment will improve and this will have a direct correlation on how you relate to your students every day, and in fact, also how they relate to you.

The Classroom Environment: Classrooms must be conducive to learning. How you prepare your classroom for your students' success is paramount to their learning. Overcrowded classrooms tend to be very stimulating and in today's world students are already overstimulated, so make sure that you have enough stimulation in your lessons and not too much on your walls to distract your students. Notice how your students react to new things that you add to your classroom and tweak your classroom preparation as best you can. Brainstorm with each other about what you've found works and what hasn't. The dynamic of the students will change every year, but if you have a good structure from which to work you'll find that students will respond more readily to your lessons.

Your Students as the Third Environment: Importantly, you want your students to be as successful as they can be in school. Success means different things to different people, but in schools we need students to have academic success to the best of their abilities. I'm of the obvious opinion that students' wellbeing is important in developing their success in schools. You know well the student who has struggles at home, the student who suffers from anxiety, the student who acts out aggressively but you can't pinpoint the issue, and so I could go on. Developing life-long wellbeing habits will allow all students to become their best selves. These habits will also allow students to realize their own successes in both school and in life.

Third Slide:

Archetypes and Doshas – to empower you with a classroom of students ready to learn

Archetypes:

The term "archetype" comes from ancient Greek. It basically means an "original pattern" on which all other similar persons, objects, or concepts are derived, copied, modeled, or emulated.

Most of us have several archetypal characteristics at play within our fundamental personality. It is helpful to understand which archetypes are dominant as we can get better insight into ourselves, our friends, co-workers, students, and loved ones. Understanding archetypes helps us understand certain behaviors and the motivation behind behaviors more easily.

The psychologist, Carl Jung, uses the concept of archetypes in his theory of the human psyche.

Myths, fairytales and stories inherently contain characters that face all kinds of life challenges. We can help children with their own life challenges by using the wisdom presented by these characters. Most of these characters follow typical themes as regards how they react or behave in different circumstances; as such, they present us with tools to use in helping children develop emotional strength and their imaginations. When children relate to characters in stories, myths and fairytales they are able to insert themselves into the many struggles and difficult situations that the characters face. In so doing children may use the knowledge from these genre to help them with life's challenging situations.

So I encourage you to bring this concept into your awareness as it will be very helpful in deflecting problems and also in understanding why a student reacts the way they do; I promise you this is not a waste of time and you will have more success with classroom management and student self-regulation as a result.

Doshas:

The concept of Doshas in the ancient science of Ayurveda relates to psycho-physiological (Mind-Body) Constitutional makeup of each person. We've already looked at the concept of Doshas in week 5's teacher webinar, but I want to include aspects here that you might be able to use to identify why some students are prone to certain behavioral tendencies more so than others. Hopefully, you'll find these explanations helpful in understanding how to react to the different students' typical dosha types.

Vata students will have anxiety and insecurity tendencies and are often prone to compulsivity and racing minds. These are the students who will move too quickly, are quite restless when expected to sit still and may experience test-taking anxiety. Vata students will also be the students who need constant affirmation from you.

Pitta students will be very goal oriented. They will generally be the leaders in your classroom. These students will have the tendency to always give their opinion and can be quite critical. Watch these students for being too self-critical, but also for being critical of others. These students will also have the tendency to want things to go their way and will find it difficult when things don't go how they want.

Kapha students will be your good listeners, and will most likely be shy and be the quieter students in the class. This dosha type will also prefer to follow other's lead and may have a tendency to laziness. When you notice a student who daydreams this will probably be a

Kapha dosha student. They also get attached very quickly to people and things and have a hard time letting go.

I'm hoping that the above information will be useful to you in understanding how to interact with your students to allow for an enhanced learning environment, but also to allow for a less stressful classroom management experience for you throughout the school year. Remember, these concepts will take time to assimilate into your awareness – the goal here is NOT to stress you out, but to give you added tools to support a happier, more successful year for both you and your students. Take your time with these concepts, but keep them in your awareness to empower you and make your classroom management less stressful.

Fourth Slide:

Let's Get Practical - Assessment Situations:

We all know students who thrive on test taking situations, but unfortunately for the many that do there are so many more who don't and for whom taking tests or doing any form of assessment is a nerve wracking experience. Often times, these students under perform in assessment situations and experience bouts of anxiety as a result.

Using the techniques that I'm going to go over with you, will truly help all students, but those who experience assessment anxiety will benefit even more. Using these techniques for small increments of time and consistently will bring life-long benefits for you and all students. It's important to note here that you know your students better than anyone, so if you see that a particular wellbeing strategy works best for a certain student, then please, go ahead and recommend that strategy over ones I've suggested or that may be listed below.

Here's one recommendation for Assessment Situations:

Alternate Nostril Breathing followed by Success Breath + Mountain and or Tree Pose + 1 Warrior pose with emotional component of courage, strength and confidence + affirmation or visualization as regards desired outcomes; 2-5 minutes

Fifth Slide:

Let's Get Practical - Presentations/stage performance + Focus:

Today, students are asked to do presentations for many situations and as they get older it's necessary for them to be able to conduct themselves in public with decorum, confidence, and courage on a regular basis. These techniques, practiced consistently and for small increments of time, will provide students with the skills to conduct themselves in this manner.

The following are a couple of recommendations for Presentation and Focus:

Alternate Nostril Breathing followed by Success Breath + Mountain, Tree and Twist Poses + visualization as regards outcome; 2-5 minutes

Complete Breath followed by Success Breath + any choice of Mindfulness lesson; Visualization lesson on Success; 2-5 minutes

Sixth Slide:

Let's Get Practical - Behavior Regulation:

The importance of consistently practicing wellbeing techniques for this particular challenge will show. If the wellbeing techniques practiced are not done on a regular basis, you will notice that behavior regulation may well be erratic. However, consistently choosing techniques and doing them for small increments of time so that they are not overwhelming and don't distract from the academics of the school experience, will truly benefit both you and your students.

My recommendation specifically for behavior regulation is the following:

Alternate Nostril Breathing followed by Synchronized Breath using Mountain or Tree Pose; Mindfulness technique of choice; Affirmation of expected behavior; 5 minutes every day is important or minimum of 2 minutes before every class or lesson.

Seventh Slide:

Let's Get Practical - Parent/Teacher/Student/Administrator Meetings:

I encourage you to practice Success Breath before going into any challenging meeting. As you walk to the meeting you can practice this technique. I also suggest that you take about 1 minute to use the technique of visualization and to visualize how you would like the outcome of the meeting to be; here you could also incorporate how you would like to see the outcome for the rest of the school year as regards the situation into which you are entering. If you want to use the technique of affirmation, then I suggest that you use affirmations for several days before the meeting.

If you continue to practice these techniques each time you have meetings with students/parents/administrators I expect you will notice how improved your reactions will be to any difficulty issues and possibly how more empowered you feel when participating in these meetings.

Eighth Slide:

Moving Forward in the Year and Beyond:

There are no hard and fast rules, but use what you feel is successful with your students; each year the dynamic of your classroom will change and as such it's important that you revamp your choices for challenges in the school day. That being said, you do not need to re-invent the wheel every year. Just make sure you include something from each of the Wellbeing

Techniques in your classroom which should cover all the different aspects of wellbeing for every student each week. The biggest and the most important take-away for you here is this: just like brushing your teeth needs to be done daily and at least twice per day, so do these wellbeing techniques. The reason why I suggest 2 minutes before each class time is because I believe this is the quickest and easiest way to implement the techniques without compromising your curriculum or the myriad of expectations that I know are on your plates. However, if the techniques are not practiced consistently results will not occur. Again, I go back to the analogy of brushing your teeth – consistency, small increments of time and varied techniques to appeal to a wider range of personalities will bring about a complete change in your classroom and school culture for the better. If these conditions are followed, behavior will regulate, there should be a decrease in anxiety or any assessment angst from students who display this, focus and concentration should improve in all students and relationships between students and adults should also improve.

I've been in your shoes and I know the challenges of being in the classroom and in administration and as such my goal for the curriculum and the teacher coaching for both you and your students is that it allows you an enjoyable and successful school year. My sincere wish for you is that these techniques spill over into your personal life and those of your students so that you may experience happiness, clarity, harmony, focus and success.