



CANADIAN
INTERNATIONAL
SCHOOL

Bangalore, INDIA

ADULT WELLNESS ON CAMPUS

WWW.CANADIANINTERNATIONALSCHOOL.COM

Adult Wellness on Campus

The following represents a new program on campus to advance faculty wellness by allowing for time for adults on campus to do what they need for their own wellness within given parameters.

Adult wellness involves adult time to recharge and energize the mind and body. We look at the 7 areas included in wellness and are offering opportunities for adults on campus to address these facets while on campus while balancing their roles and responsibilities. The key word is *balance* where areas of stress that reduce our ability to function properly are managed with our need to attend to our professional areas of focus in a professional manner.

The whole point of this program and approach is to have the adults on campus raise awareness about their own well being, focus on specific areas that they may wish to address, and have the time and support to do so during the working day, or directly after school. Wellness does not simply mean exercise, although the fast-growing body of research that links exercise to mental and emotional well being, in addition to improved cognition and memory, is astounding!

Several key approaches to wellness include the following six elements

- Emotional Well Being
- Intellectual/Cognitive well being
- Physical well being
- Occupational well being
- Social well being
- Spiritual well being
- Environmental well being (research shows that by being around nature, even hearing bird calls, the ocean etc helps reduce stress and anxiety!)

Each of these 7 areas can be addressed on campus during prep times or before or after school. As well being describes active engagement, awareness of oneself and mindfulness of what one is participating in, that also implies certain activities or actions that are mindful vs. simply relaxing or chilling out. Activeness would be reading a book, alone or with peers that may be intellectually, emotionally and educationally stimulating- and if done in a group, socially stimulating as well. Watching Netflix may be fun, but it is a passive action and falls more into the "relaxing" category. Watching videos on teaching strategies or of someone's

classroom would be active though in that it adds purpose to simply passive watching and contributes to your professional well-being.

In the Index- there are a series of questions that helped form a list of activities and actions you may wish to consider while on campus. This list is not exhaustive and we welcome input from everyone about opportunities that may help you and your colleagues develop your personal well being.

The parameters for participation are that you are in your classes on time at the start of the day and throughout the day, on time and present for all meetings, and that you are properly attired if you have changed into workout clothes for your well-being moments. Returning late or not wearing professional attire would be reason to consider limiting your wellness time as we must continually project professionalism throughout our community.

Infact, another benefit of the well being program is to share, show and model well being for our students and families, that we are better for taking the time to recharge/re-energize/center ourselves, and better in our classrooms and in our learning. If this practice impinges on this perception due to lateness or attire, then those added benefits of modeling for the community are lost.

Please see the index below for activities that are approved to participate in during school hours during your prep. The list will be added to as and if suggestions and activities are added.

We truly hope this supports well-being, your home-school balance, and efficacy in your classrooms and student learning!

The Leadership Team

Index of Approved Activities before, during and after school on campus

- Use of the workout room facilities with proper clothing and footwear
- Use of the yoga room with proper clothing and footwear (optional footwear)
- Use of badminton, basketball, tennis, pool, table tennis or other school facilities provided it does not disrupt student or class usage
- Reading alone or in a group in classrooms, library open spaces
- Meditation and pranayama
- Gardening
- Nature Walks
- Running on and around campus (carrying a cell phone)
- Other athletics not described here
- Playing an instrument alone or with others
- Playing games like chess or other mind-engaging games
- Work on art in any form; drawing, painting, needle work, either independently or socially distanced groups.

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From <https://www.wherewelivematters.org/wellness-really-mean-age/>

Wellness Check

Just like you need to get your blood pressure and heart rate checked periodically, it's important you check your level of wellness. Ask yourself questions that will help you see what areas you're doing well in – and where you're not. The only tricky part - Being honest with yourself.

Emotional Wellness

- Am I satisfied with how my life is turning out?
- How well do I manage my stress levels?
- Am I happy and content most days?

Physical Wellness

- Do I eat healthful, nutritious food?
- What kinds of physical activities do I participate in? How often?
- Am I as healthy as other people my age?

Intellectual Wellness

- How often do I try to learn new things?
- What do I do to stay mentally stimulated?
- Do I attend cultural or educational events regularly?

Occupational Wellness

- Do I share my knowledge or experience with others?
- How often do I volunteer or go to work?
- Am I bored, or do I use my time wisely?

Spiritual Wellness

- How often do I meditate, reflect or pray?
- Do I have a well-defined sense of purpose and meaning?
- Do I feel in harmony with the world around me?

Social Wellness

- How often do I socialize with a consistent group of friends?
- Are my family relationships a source of satisfaction for me?
- Do I invite friends or family to my home at least once a month?



<https://www.icaa.cc/activeagingandwellness/wellness.htm>

The wellness dimensions overlap and coordinate to provide rich environments for living. Wellness becomes a framework that is valuable for serving the wants and needs of a person engaged in life.

Emotional

Feelings are the lens through which people view the world, and the ability to be aware of and direct one's feelings helps to create balance in life. Coping with challenges and behaving in trustworthy and respectful ways signal emotional wellness, attributes that can be encouraged through peer counseling, stress management, humor/laughter and personal histories.

Intellectual, cognitive

Engaging in creative pursuits and intellectually stimulating activities is a proven approach to keeping minds alert and interested. There are many ways to stay intellectually active, including taking college courses, journaling, painting or joining a theater company, and challenging oneself with games and puzzles.

Physical

The goal of living independently is one shared by many people, and physical wellness is necessary to achieve this. Lifestyle choices that can maintain or improve health and functional ability include engaging in physical activity, choosing healthy foods with adequate nutrition, getting adequate sleep, managing stress, limiting alcohol intake, not smoking, making appointments for check-ups and following medical recommendations.

Professional, vocational

Work that utilizes a person's skills while providing personal satisfaction is valuable for society as well as the individual. Participating in the paid and unpaid workforce means maintaining or improving skills, and helping others. Older adults contribute to society as experienced professionals, caregiver, mentors, teachers and volunteers. Leisure-time vocations in the arts and through hobbies maintain vocational skills.

Social

Social interactions with family, friends, neighbors and chosen peer groups can be valuable for maintaining health. Personal contact by joining clubs, traveling, visiting friends and family, engaging in intergenerational experiences like making quilts with a elementary school children is beneficial for everyone who it touched.

Spiritual

Living with a meaning and purpose in life, guided by personal values, is key to feelings of well-being and connection to the larger world. Group and individual faith-based activities, personal meditation, mindful exercise (yoga, tai chi) and experiencing nature can open create the opportunity for spiritual growth.

Environmental

Surrounded by natural and man-made environments, good stewardship means respecting resources by choosing "green" processes that re-use and recycle goods. It also means looking at ways to bring people into the natural environment and encourage active living through urban and property designs emphasizing walking paths, meditation and vegetable gardens and similar options.

Shaping The Future... Together! Today!



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OUR MISSION

CIS is a culturally-rich mosaic serving each student by providing a world-class international education, nurturing potential, developing life-long skills, and preparing students for an ever-changing global community.

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