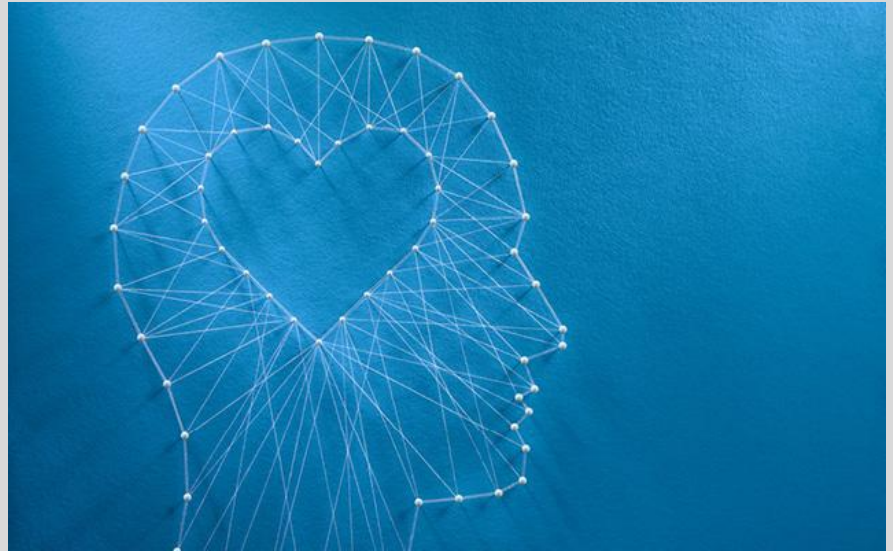


Building Care in Our Community

- Who Is Here?
 - Name & pronouns (as comfortable)
- How are you?
 - No, really, how ARE you??



Brooklyn Center Community Schools acknowledges that we occupy the unceded ancestral and contemporary lands of the Dakota people. We also recognize the Anishinaabeg/Ojibwe whose lands were colonized by the United States and are currently occupied by the State of Minnesota. Our community sits upriver from Bdoté, the place where two rivers meet and most importantly, the center of Dakota spirituality and history. We commit to the work of being a justice-centered school community. Together, we will work to decolonize our minds and spaces, and to be good stewards to Mni Sota Makoce and good relatives to each other.

Learning Objectives

- Recognize stressors and the impact on relationships
- Develop practices of self-awareness, gratitude and empathy to increase the capacity for care
- Explore how autonomy, empowerment, resilience and hope impact personal and collective wellbeing and care

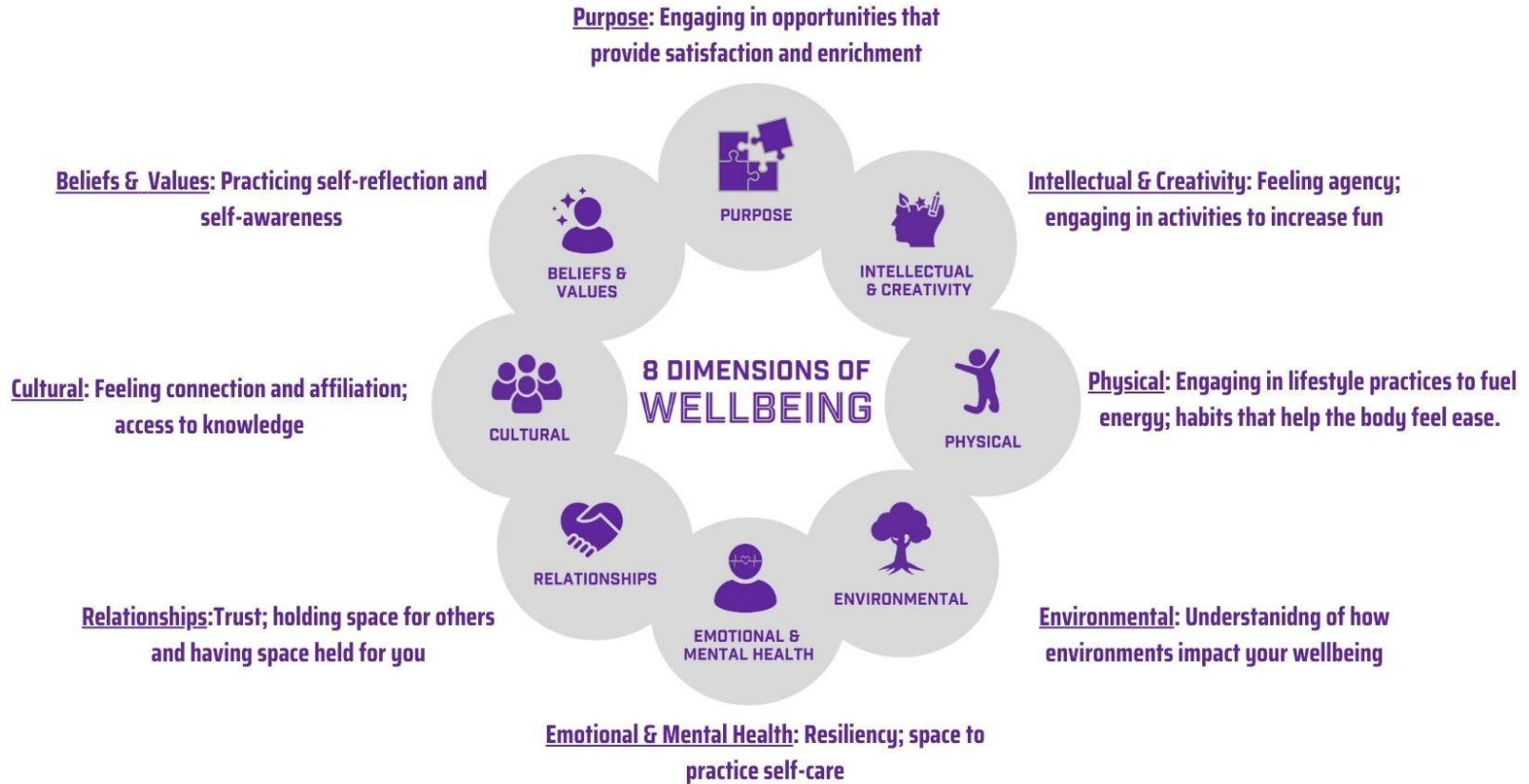
Group Engagement Reminders

- Perception is reality; perceptions may be different for everyone
- Seek to understand instead of judge
- Honor diverse ideas and discourse styles



- If school employees feel safe, challenged, engaged, healthy and supported are students more likely to feel the same?
- How do our self and collective care practices impact our capacity to recover from difficulties and impact relationships?

8 Dimensions of Wellbeing & Stress



We All Do Better When We All Do Better.

Staff self-care is impacted by an individual's personal practices, by an organization's systems and culture, and by society's policies and values.

Neglect, unawareness of, or reduced access for, personal wellbeing needs shows up in the level of care that school staff are able to offer students and each other.



Due to personal reasons, I
will be shining brightly
and unapologetically for
the foreseeable future.

Author Unknown

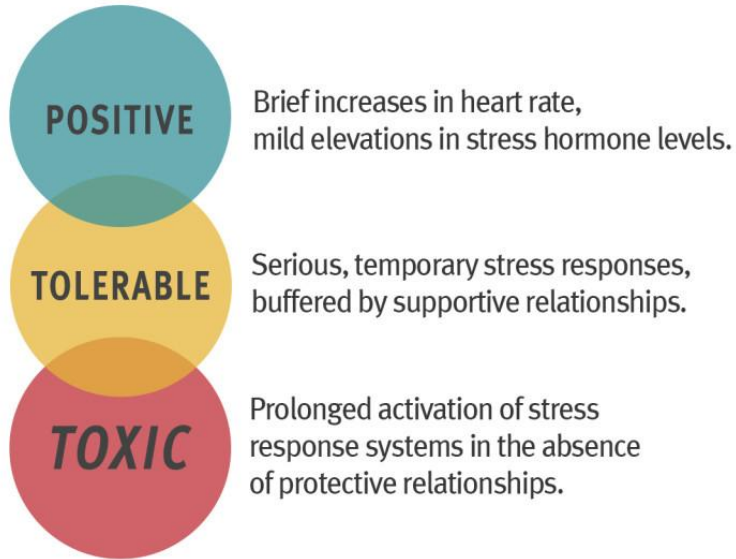


- “...modern life exposes us to mild-to-moderate, but chronic, stress constantly — multitasking, juggling too many things, moving too quickly, being bombarded with stimulation.” Rick Hanson, PhD
- “In other words, we’re simply not designed to flee from predators for 10 hours a day with no breaks. But that is essentially what we do.”

How Does Stress Show Up For You?

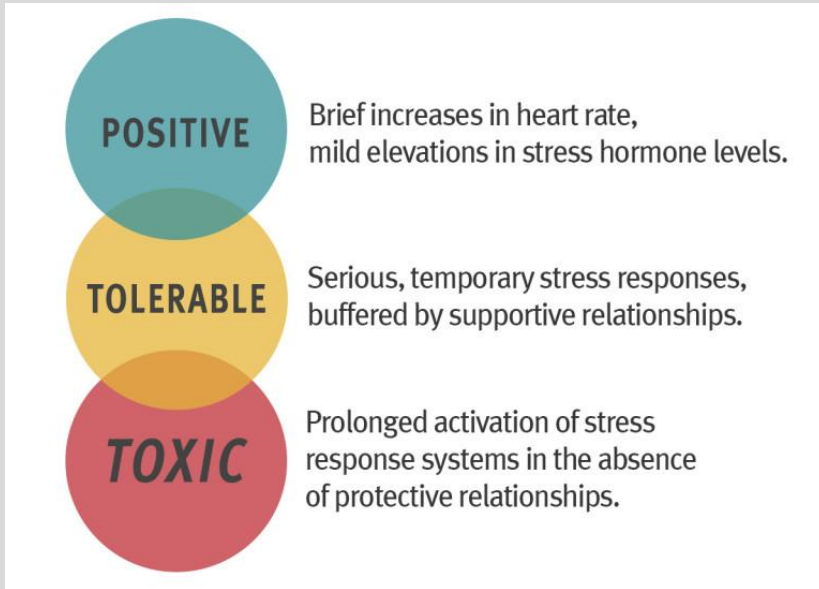
- Holding breath/ shallow breathing
- Negative self-talk/ deficit mindset
- Posture/ body language
- Tense muscles &/ or headache
- Language &/ or tone of voice
- Upset stomach/ disrupted eating patterns
- Fatigue
- Extended screen time/ mindless scrolling
- Skin rash
- Distraction/ lack of concentration
- Disrupted sleep patterns
- Self medicating

Definitions



- **Stress:** a state of mental or emotional strain or tension resulting from demanding or adverse circumstances.
 - **Chronic Stress:** A consistent sense of feeling pressured and overwhelmed over a long period of time.
 - **Cumulative Stress:** A buildup of various stressors, leading to agitation, difficulty coping, and inability to relax.
-
- **Trauma:** a deeply distressing or disturbing experience that creates a long-term shift in physical, mental, emotional or other dimension of wellness.
 - **Trigger:** A situation that creates a flashback to a traumatic event.

Definitions



- **Burnout:** Physical or emotional exhaustion that involves a sense of reduced accomplishment and loss of personal identity.
- **Empathy Fatigue:** Empathy fatigue occurs when, with one's own wounds being re-triggered by the circumstances, traumas, and pain of others, one feels less able to offer support.
- **Compassion Fatigue:** This may occur when a one who normally feels motivated to help others that are struggling with physical or emotional wounds, feels less able to care.

“Too often, burnout carries a stigma of individual weakness, that someone ‘can’t hack it’, which makes people reluctant to be honest about it.” Keith Ferrazzi and Jacinta Jimenez

Name It To Tame It

Dan Siegel

In person: use the sticky notes to write down the situations you experience in which you are aware - either at the time, or after - that you feel the effects of stress. Online: use the [jamboard link](#) in the chat.



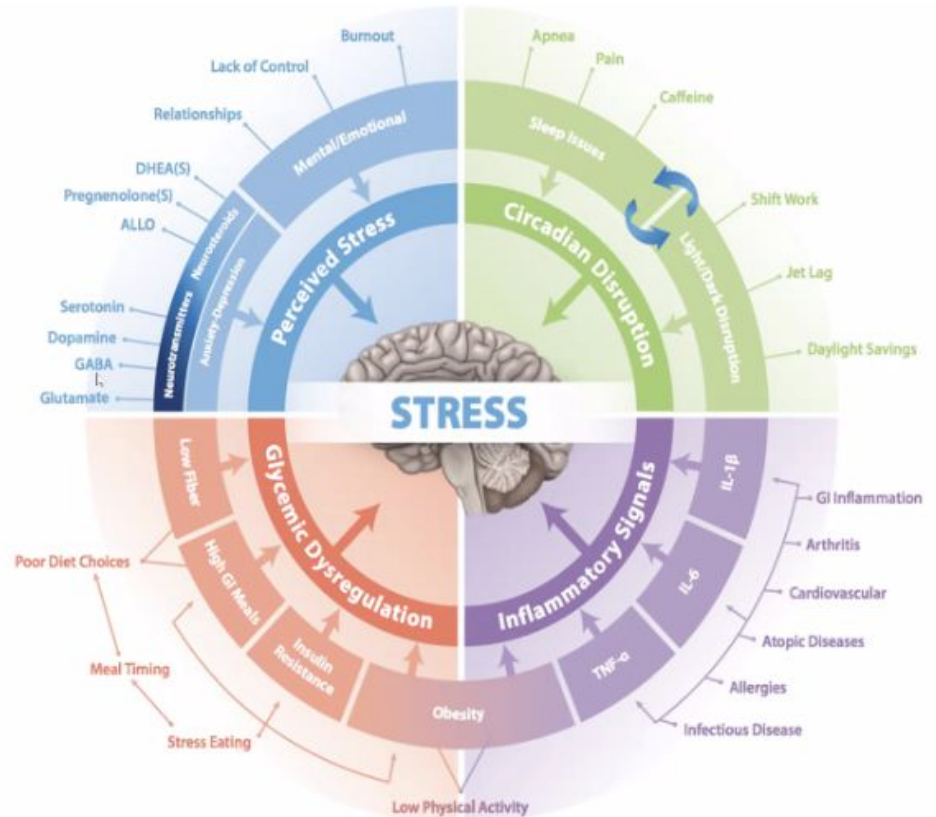
  chelsea  
@witch_mote

Sorry I snapped at you. The radio was too loud and my clothes felt weird.

- Self/Personal
- Work/Career
- Family/Relatives
- Sensory
- Media (social, news, etc.)
- Social/Community
- Global
- Other

Stress: Mind, Body, Energy

- Thoughts → Emotions
- Emotions → Thoughts
- Emotions → Energy
- Stress → thoughts & emotions
- Thoughts & emotions → chemical responses in the body and brain



The 3 B's of Stress Expression

Body

- Sensations and symptoms
- Emotions and feelings



Beliefs

- Mindset
- Thought patterns
- Storytelling and narratives



Behaviors

- Reactions or responses
- Avoidance or attachments



The 3 B's of Stress Examples

Body

- Tension
- Fear
- Disrupted sleep or eating schedules
- Anger



Beliefs

- “They should know better.”
- “I don’t have a choice.”
- “I can’t do all of this.”

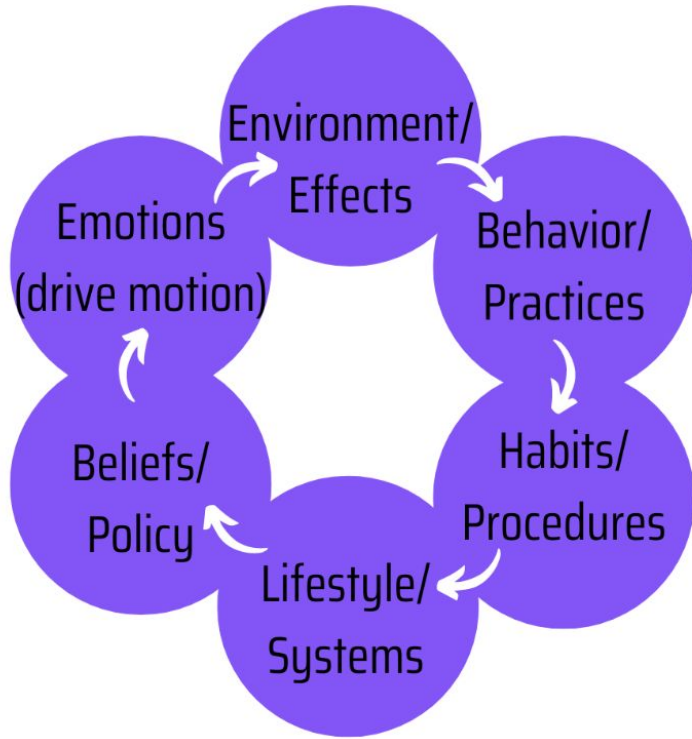


Behaviors

- Avoiding someone, thing or place
- Self-medicating habits



Connection: Stress, Self & Environment



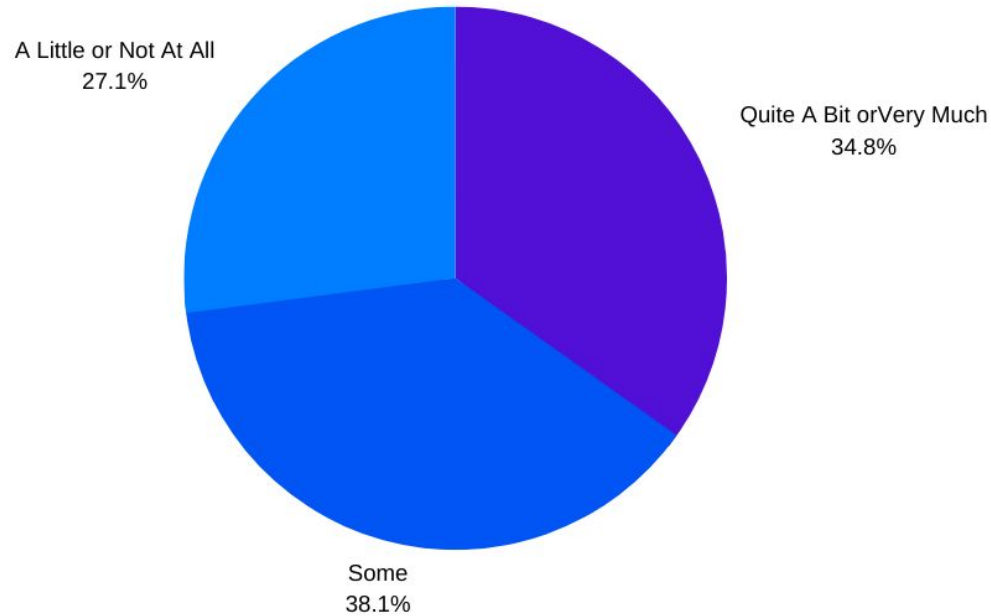
- How do you respond/react when you notice stress signals from your body and mind?
- What are your energy levels?
- How well do you feel able to relate to others?
- How much empathy are you able to feel?
- How much gratitude do you feel?
- How much capacity to have to care for/about others?
- How much autonomy do you feel you have?
- How empowered do you feel?
- How much resilience do you feel?
- How much hope do you feel?

Awareness of Staff Stress Matters

- Teacher/school staff stress impacts:
 - Workplace engagement
 - Lack of staff engagement negatively affects youth connectedness
 - Job satisfaction
 - Value & respect; transparency challenges hierarchy and power.
 - Work outcomes and performance
 - Staff emotional reactivity and negative classroom climates cause diminished student relationships
- Staff self care and self-advocacy better supports student and community care
 - Diminished youth connectedness: lower academic and poor mental health outcomes
 - Youth connectedness is dependent on engaged relationships and positive school experiences

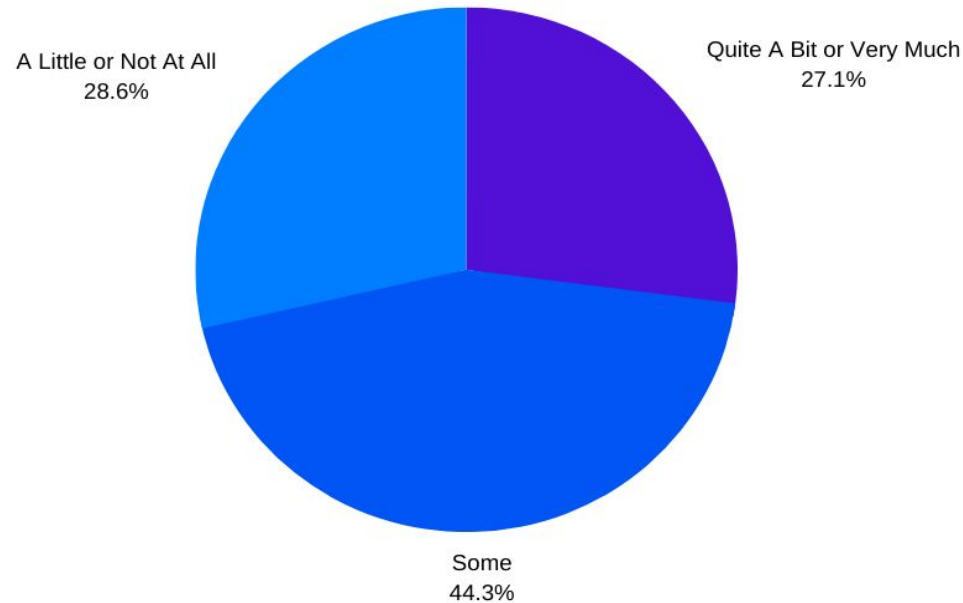
MN Student Survey BCCS 2022 Data

How Much Do You Feel Teachers At School Care About You?



MN Student Survey BCCS 2022 Data

How Much Do You Feel Other Adults At School Care About You?



Self-Awareness and Autonomy

- You. Are. Not. Your. Thoughts.
- Noticing and acknowledging thoughts, emotions, sensations offers the opportunity to choose our response and become less reactive.
- “What if pausing for a minute is what’s urgent...?” [Octavia Raheem](#)
- “People with a stronger sense of [self-awareness](#) tend to be more independent and make decisions based on their intrinsic desires rather than outside influences.”

Self awareness gives us the confidence to know we can make new choices and get new outcomes. A lack of self awareness makes us anxious, confused, and resentful towards ourselves and other people.

@the.holistic.psychologist

Empathy

- Empathy and Empowerment are connected.
- Affirmations and encouragement (I am enough; You are capable of what is needed; We are strong together...)
- “We have to consciously study how to be tender with each other until it becomes a habit.”
Audre Lorde



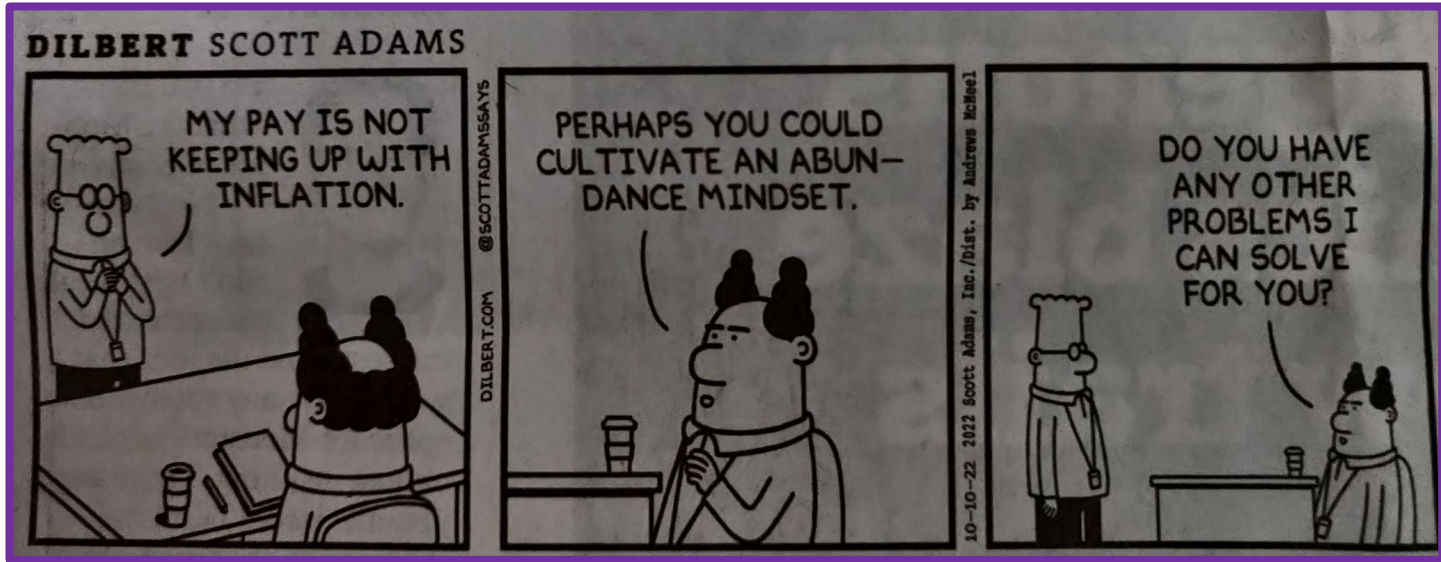
Lauren D. Woods

@Ladiwoods1

8-yo told me tonight when she finds it hard to like someone at school, she imagines them waking up and choosing their clothes, and their parents helping them get ready and hoping they have a good day, and that makes it easier to care for them.

8:04 PM · 16 Oct 22 · [Twitter Web App](#)

Gratitude



- Gratitude practices → Abundance mindset
- “Grateful people are more [resilient](#) to stress.” *Gratitude Works*, Robert A. Emmons
- Expressing & receiving gratitude, “our brain releases dopamine and serotonin, the two crucial neurotransmitters responsible for our emotions, and they make us feel ‘good’.”
Positive Psychology

Caring Community

- **Kindness:** “Stress triggers us to act in unkind ways.” [Kristin Neff, PhD, University of Texas](#)
- **Compassion:** Stop shoulding on yourself. Stop shoulding on others.
- **Connection:** “We’re hardwired for connection - it’s what gives purpose and meaning to our lives.” Brene Brown
- **Consideration:** “[Consideration](#) is mutual respect and tolerance for the needs, feelings, or interests of others.”

THE POWER OF KINDNESS

Acts of Kindness		Foundations of Respect
Encouraging Positive Interactions	→ Work in Harmony →	A Positive Culture
Sharing Credit and Success	→ Be Appreciated →	A Motivated Workforce
Inclusive Communication	→ Feel Included →	A Connected Team
Supportive Guidance	→ Feel Supported →	Employees Who Feel Encouraged
Simple Acts of Kindness	→ Feel Valued →	Foundation of Mutual Respect

↑ Positive Impacts ↑

By Justin Mecham

Benefits of Kindness at Work

- 70%** say kindness is crucial to being happy at work.
- 93%** who feel valued at work do their best.
- 25%** lower turnover rates.
- 40%** reduction in stress levels.

6 Tips to Have and Show Kindness at Work

- Listen Actively**
Pay full attention when others speak.
- Offer Help**
Step in when a colleague needs support.
- Give Recognition**
Acknowledge the good work of others.
- Practice Patience**
Stay calm and understanding in stressful situations.
- Respect Boundaries**
Honor personal space and time.
- Share Credit**
Celebrate team successes, not just individual wins.

Follow me for more | [Justin Mecham](#) | <https://fullpotentialzone.beehiiv.com/>

Awareness of
Empathy & Gratitude
to increase Care

Stress Quadrants

Match situations to the parameters:

- Hunger
- Cultural or religious holidays/observances outside of workplace holiday calendar
- Weather
- Over-scheduled week, with no time for self-care allocated

	Now/Present	Future
Control/ Options	Options To Implement Change Now AND Use Tools to Release Stress	Options To Consider For Future Capacity, Needs or Interests
Outside of Individual Control	Use Tools to Release Individual Stress Now; Build Possible Collective Control	Outside of Individual Control Now; Possible Future Collective Changes

What's The Difference?

- Solutions-Based: Abundance Mindset
 - How to reframe the situation?
 - Venting: scarcity mindset
- Perspectives + Diverse Experiences
 - If you argue with reality you will lose. But only every time.
- Active Listening vs. Offering Advice
 - Empathy practice
 - “Fixing” vs. offering space

Is It True?

Do you absolutely know it is true?

How do you react when you believe that thought?

Who would you be without that thought?

Turn the thought around. Is the opposite true?

Byron Katie: The Four Questions.

Self-Awareness ...for Autonomy & Empowerment

Energy Takers

Focusing on the past
Inconsistent sleep
Mess and clutter
Sedentary time
Overworking
Dehydration
Social media
Screen time
Resentment
Negativity
Junk food
Alcohol
Stress
Fear

Music
Nature
Resting
Sunlight
Positivity
Gratitude
Hydration
Journaling
Movement
Meditation
Community
Decluttering
Consistent sleep
Eating healthy foods
Learning new things

Energy Givers

- To what am I reacting?
- Why am I reacting? What emotions is it causing?
- Have I experienced this stress before? How did I manage it that time?
- Is this a “right now” concern?
- Do I have control in this situation? If so, what is my next action?
- Am I breathing?

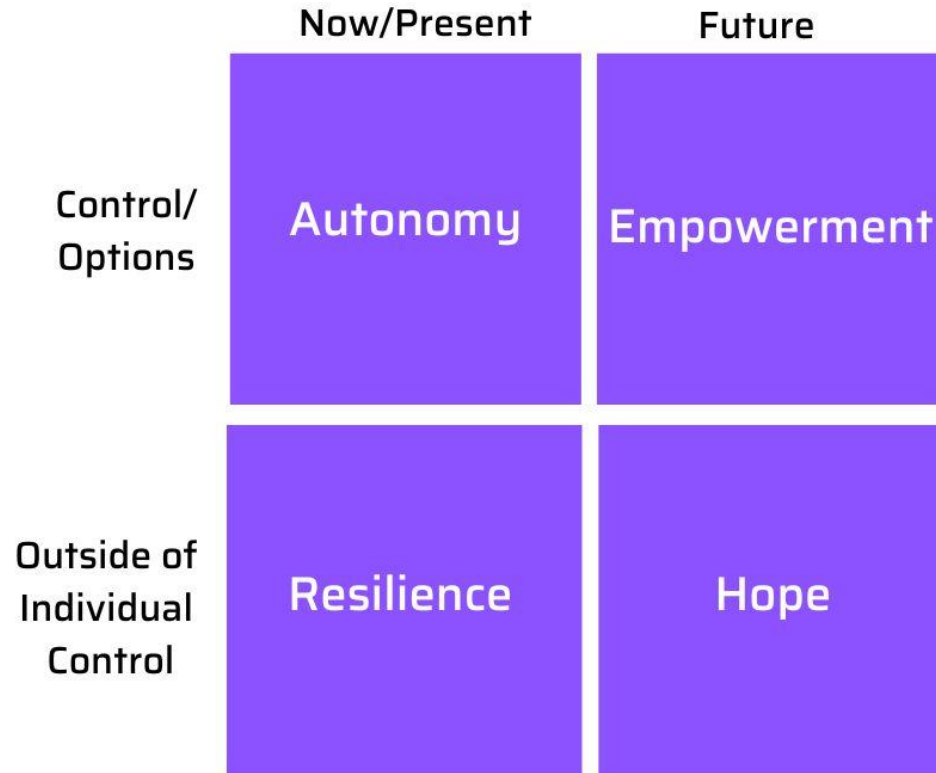
Small Groups

Each person chooses one personal stressor for the group to discuss and determine possible placement in the parameters.

- **FOCUS: building self- and collective awareness**
- **Perspectives and mindsets**
 - Avoid fix-it mode (can actual escalate stress)
 - Avoid advice
 - Not about venting

	Now/Present	Future
Control/ Options	Options To Implement Change Now AND Use Tools to Release Stress	Options To Consider For Future Capacity, Needs or Interests
Outside of Individual Control	Use Tools to Release Individual Stress Now; Build Possible Collective Control	Outside of Individual Control Now; Possible Future Collective Changes

Stress Care: Thrive Approach



Embodiment Practices

- Breathe
- Use creativity: art, journal, doodle, play a musical instrument
- Cold exposure
- Move: dance, walk, move heavy(ish) things, mindful movement
- Human connection, touch, cuddle
- Sing, chant, hum
- Explore the somatic practices from *My Grandmother's Hand* by Resmaa Menakem
- [Engage the vagus nerve](#)
- Rest
- Routine/consistency
- Sensory awareness, support





HOW TO REGULATE YOUR EMOTIONS:

1. Name it in the body: name what you're feeling in your body. This will be easier than describing what you feel.

Ex: I feel heat in my chest, I feel a pit in my belly, I feel my throat tightening up.

7 replies 163 retweets 1,982 likes 97.4K shares



Dr. Nicole LePera @Theh... · 1d :
2. Breathe into it: our habit reactions to our emotions have been created before age 7. To learn emotional regulation, we need to create new habits around our emotions. You want to take 3 slow deep breaths fully breathing into your lungs.

4 replies 87 retweets 1,454 likes 84.8K shares



Dr. Nicole LePera @Theh... · 1d :
3. Pause and accept: you'll have an immediate impulse to do something when you feel these emotions. It might be soothe with food, yell, or distract yourself.



Here you're going to accept by saying: "I feel upset right now, and it's ok for me to be upset."

5 replies 103 retweets 1,537 likes 81.2K shares



Dr. Nicole LePera @Theh... · 1d :
4. Move: moving the body will help you release the emotion. Walks are the best for this, but if you don't have time for a walk you can also do jumping jacks, shake your body, or cry. The body needs to release the fight or flight energy.

4 replies 103 retweets 1,645 likes 73.1K shares

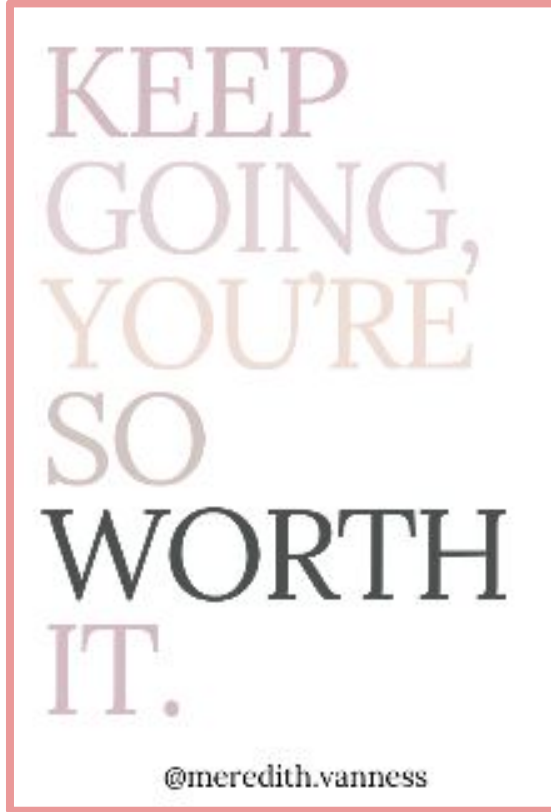


Dr. Nicole LePera @Theh... · 1d :
5. Choose: this how you empower yourself. You make a choice around how you will respond to your emotions instead of repressing them.

Examples: you might choose to take time alone, to express your anger openly, to set a boundary, to say NO.

8 replies 98 retweets 1,529 likes 93.2K shares

Resilience & Relationships



- “Teachers don’t leave strong communities (where they feel they belong and their resilience is fostered), and children thrive in strong communities (where resilience and healthy relationships are modeled).”
- Humans thrive and become more resilient within healthy, resilient relationships.
 - The anecdote to isolation and loneliness is belonging and community with peers.

BOTH - AND

5:23



← Post

Responding to teacher burnout caused by institutional conditions, bad policy, and de-professionalization with workshops on self-care and refillable water bottles. "Here's how to recover from the harm we're causing so you can remain in the harm."

BCCS



Dr. Valerie Nyberg @vnnyb... · 2h ·

Replying to @EquityLiteracy

I don't disagree abt the institutional harms & the conditions Ts are required to work in. 100 BUT for Ts trying to do what they can w/ what they can control, self-care & strategies abt how to keep their nervous systems calm does help to survive & maybe thrive!! #LiminalEd

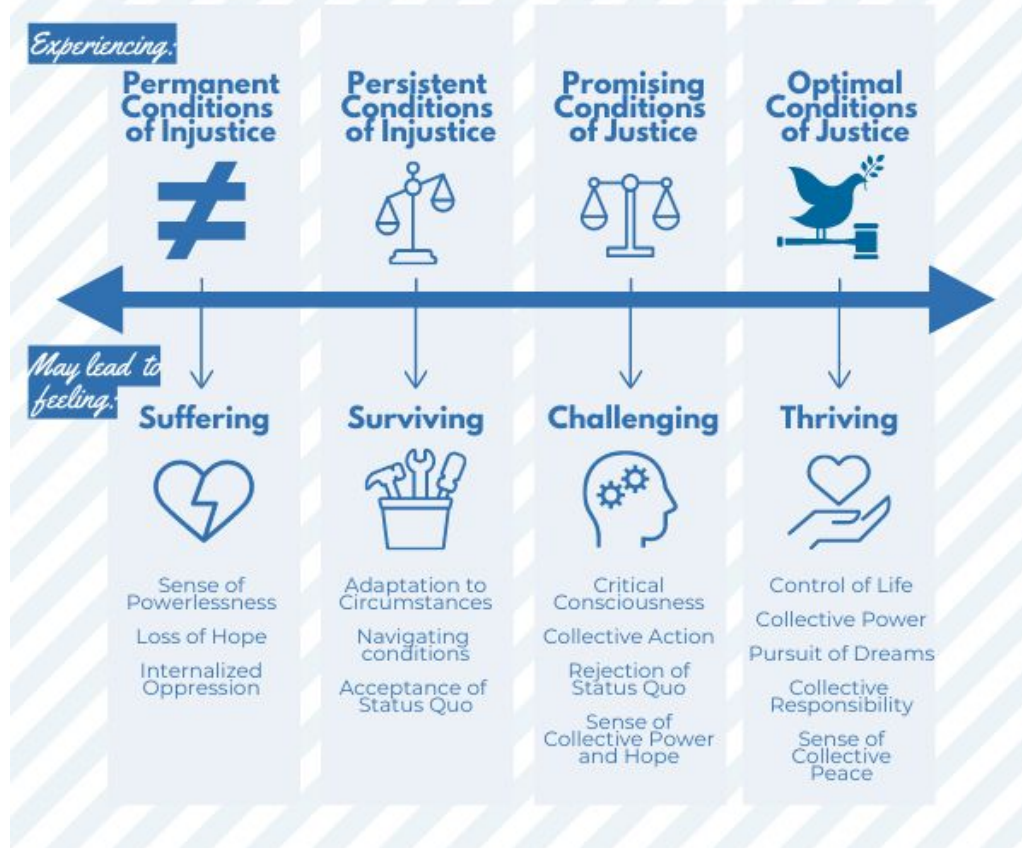
<https://www.drvalerienyberg.com/>

Another Word About Hope

- Hope is a cornerstone of resilience.
- Hope is associated with positive outcomes, such as posttraumatic growth and well-being.
- Hope is more powerful than optimism because it involves personal agency and a sense of power and motivation.

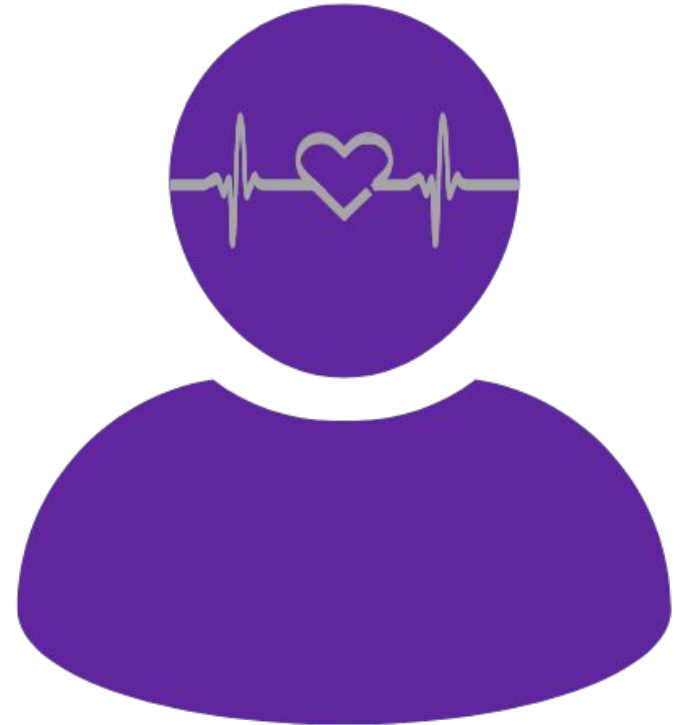
**Don't
underestimate
hope.**

The Ginwright Continuum of Justice



Outside of Our Control

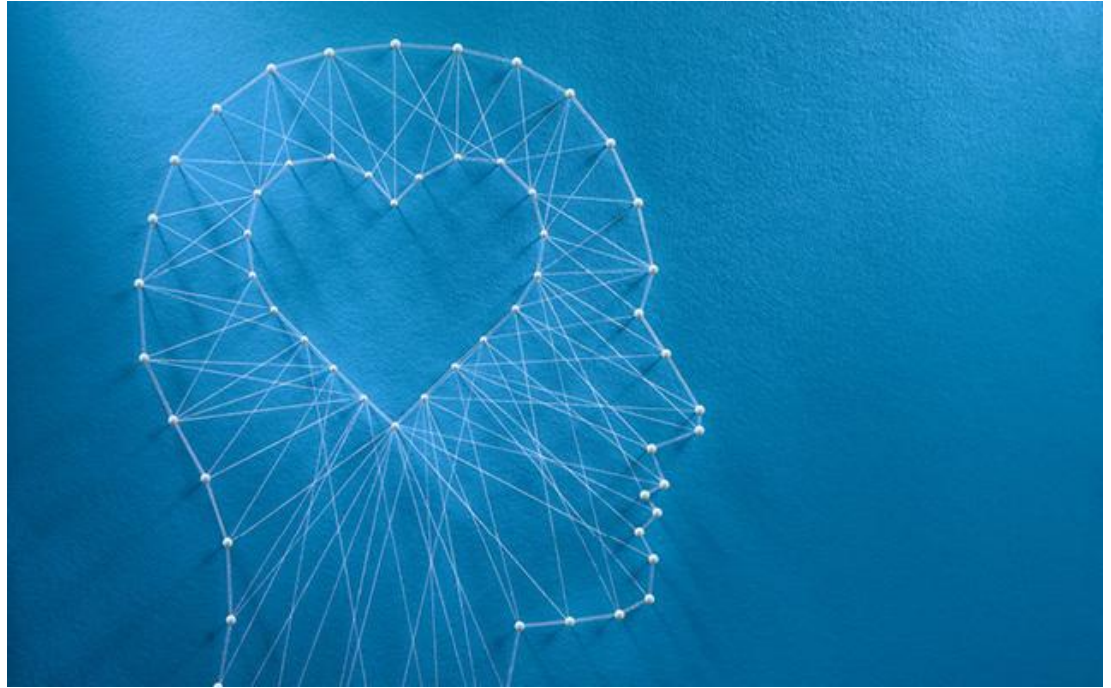
- EAP cards
- Transition Checklist
- Wellness Services
- [Appointments](#)
- Communicate with Supervisor and/or district HR
- Professional Counseling (EAP Resource)



Building Care in Our Community

- How are you?
- How are your colleagues?
 - In A Word:

Write one word about what you appreciate about each of your colleagues on the back of a sticky note and add it to the poster by their name.



“The honorary duty
of a human being is
to love.”

Maya Angelou