

# Mental Health in Schools Guide:

Using the Wellbeingbc.ca  
Website for Professional  
Development



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# Mental Health in Schools Guide



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## Using This Guide

### RATIONALE

As suggested on the [wellbeingbc.ca](http://wellbeingbc.ca) website, under the tab: “using this resource”, administrators and learning leaders can use this website to support conversations during staff meetings. This template is intended as a sample guide you can take and use in your schools starting immediately.

### Each guide will have 3 major components:

- 1 a link to a video found on [wellbeingbc.ca](http://wellbeingbc.ca),
- 2 some talking points that you can engage your staff with, and
- 3 a few ideas of how to run that specific staff meeting/conversation.

Some of the meeting topics may have the same video to watch as other topics. Please review the content prior to implementation and tailor the session for what works with your staff.

We hope you find this helpful and wish you and your teams the best of luck!

### MEETING GUIDES:

STAFF WELL-BEING	3
DEVELOPING A POSITIVE SCHOOL CLIMATE	9
WEAVING WELL-BEING INTO THE CURRICULUM (Movement, Sleep, & Nutrition)	16
KERNELS OF SEL PRACTICE	20
POSITIVE RELATIONSHIPS	26
COVID-19 WELL-BEING FOR EDUCATORS	30
TRAUMA-INFORMED PRACTICE	38



# MEETING GUIDE: **Staff Well-being**

If you're thinking about ways to improve well-being at your school, there's no better place to start than focusing on staff well-being. This 5-session series includes quick introductory videos to get the conversation started about how to improve and support well-being in your staff, and then ends with sharing of resources for your staff to consider engaging with.

**SUGGESTED TIMELINE: 5 SESSIONS**



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### SESSION 1:

## How Our Stress Impacts Our Students

The first video in this series will explore the dynamics of stress and how our stress levels can affect our students. Staff should be encouraged to think about examples of times they may have experienced increased stress and examine how that might have affected their students.

We are all connected.



#### LINK TO VIDEO:

- [SEL for Educators](#) (3:40 m)



#### TALKING POINTS:

- What could you do to manage your stress levels proactively?
- What could you do during those unavoidable times when managing stress 'in the moment' happens in the classroom?
- What could you do to manage your stress levels proactively?
- Meditation, yoga, exercise
- Step out of the classroom, regroup
- Reduce the stigma of "not being okay" – ask for help
- Nature therapy-- being outside
- Nutrition, sleep



#### IDEAS:

- Breakout in smaller groups to talk in more detail (this can also be done in breakout rooms if the meetings are virtual)
- Reflect on a time when your stress levels may have had a direct impact on you students
- Change the plan in the classroom
- Walk away from a lesson that is not working, take space for yourself
- Have a colleague you can ask help from

# Mental Health in Schools Guide

STAFF WELL-BEING



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## SESSION 2:

### Self-Care and Personal Wellness

In this video, we explore the reality that education can be a very rewarding and simultaneously draining profession. Staff are encouraged to explore the ways in which effective self-care and personal wellness as a way to create a sustainable career in education.



#### LINK TO VIDEO:

- [Promoting Educator Well-being \(4:18 m\)](#)



#### TALKING POINTS:

- In our school community, what can we identify is already happening to create a caring and supporting teaching environment?
- As a school, what are our core values for building a strong team?



#### IDEAS:

- Breakout rooms: generate ideas for community building within staff to maintain well being
- Engage in a staff “check-in” on how people are feeling, to get a feel for the room. This can also be used in the classroom with our students.
- An example of a check-in reference is this visual:

#### HOW ARE YOU FEELING TODAY\*

<b>MAD PANICKED OUT OF CONTROL</b>	<b>HAPPY FEELING OK READY TO WORK</b>
<b>SAD TIRED MOVING SLOWLY</b>	<b>STRESSED FRUSTRATED WORRIED</b>

- ☐ **RED**
- ☐ **GREEN**
- ☐ **BLUE**
- ☐ **YELLOW**

*\*This information will only be viewed as aggregate data meant to help us monitor and improve staff morale and well-being*



### SESSION 3:

## Teachers Supporting Teachers

This video examines how a 'teacher mentor' program can positively impact the well-being of teaching staff, particularly new or returning teachers. We will be thinking about how to have proactive support and go beyond the 'check in'.



#### LINK TO VIDEO:

- [Staff Well-being and Teacher Mentors](#) (3:45 m)



#### TALKING POINTS:

- Identify the key components to a teacher mentor program.
- Teacher mentor program vs. team teaching which would work best for our school community.



### SESSION 4:

## Teachers Supporting Teachers

This video examines how a 'teacher mentor' program can positively impact the well-being of teaching staff, particularly new or returning teachers. We will be thinking about how to have proactive support and go beyond the 'check in'.



#### LINK TO VIDEO:

- [Well-being for Staff](#) (3:58 m)



#### TALKING POINTS:

- What does being of 'value' mean to you?
- How as a school can we promote caring for our teaching staff as whole beings?
- What are some examples of the ways you practice self-care that could be brought into our staff culture?



### SESSION 5:

## Resources Available to Staff

This session we will reflect on the different ideas related to staff well-being and have a think about resources out there that are available to us as staff, to support our well-being.



#### TALKING POINTS:

- What are some resources you know are available to you?



#### IDEAS:

- As a team, brainstorm the different resources that might be available to staff, such as:
- EAP or EFAP (Employee and Family Assistance Program)
- Your schools benefit package?
- Apps like:  
<https://hugr.ca/>  
<https://www.calm.com/>
- Websites:  
<https://bouncebackbc.ca/>



# MEETING GUIDE: Developing a Positive School Climate– System-Wide Approach

The overall climate of a school has a significant impact on the well-being of its members. This 6-session series includes quick introductory videos to get the conversation started about how to improve and further support a positive school climate.

**SUGGESTED TIMELINE: 6 SESSIONS\***



*\*This meeting guide can be split over more or less sessions than outlined here. You as a team can choose to further breakdown the discussion topics into separate sessions, or you can have a collective conversation about all areas.*

  
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### SESSION 1:

## Taking a System-Wide Approach

The first video in this series will discuss the importance of taking a system-wide approach to develop and support a positive school climate. Staff should be encouraged to think about the points Dr. Kimberly Schonert-Reichl raises about what systems are in place that send a message to students and staff that your school is one that is safe, caring, and nurturing.

How you are doing as a school to support an overall climate of support, and education around mental health and well-being? Staff should be encouraged to think about the areas within the school that are promoting these messages, and to consider what could be improved.

Taking a system-wide approach to improving school culture.



#### LINK TO VIDEO:

- [Developing a Positive School Climate: Expert Video \(Dr. Kimberly Schonert-Reichl\) \(3:33 m\)](#)



#### TALKING POINTS:

- What are the areas within our school that are doing really well?
- What do people see when they walk down the halls, and how does this impact the message we are trying to send as a school about our climate?
- How does the structure of a school day support a positive climate?
- What are the activities, clubs, team, etc. within a school day that supports a positive climate for all?
- What policies are in place that support a positive school climate? Are those policies known by all relevant parties? *(Also, to be discussed in session 5)*
- Are there areas within our school that could be improved?



### SESSION 2:

## Taking a System-Wide Approach Part 2

Continuing on from the discussion last session, this session's meeting guide engages staff to consider what actions could be taken as a whole school to further improve overall school climate. In small groups, read through the [School Connectedness Action Guide](#) (found on [wellbeingbc.ca](http://wellbeingbc.ca), under the topic "Developing a Positive School Climate")

"The greatest impact on student health and learning is achieved when action is taken across the entire school, broken down into four key areas: teaching and learning, relationships and environments, our school policies, and community partnerships." (Pan Canadian Joint Consortium for School Health, 2013)



#### LINK TO RESOURCE:

- [School Connectedness Action Guide](#).



#### IDEAS:

- Breakout in smaller groups to read the action guide and talk in more detail (this can also be done in breakout rooms if the meetings are virtual)
- Create breakout groups in your staff on the four areas of focus from the guide: \*You could also choose to focus on one of these areas, as a whole team, over the course of a few sessions\*
  1. Teaching and Learning
  2. Relationships and Environments
  3. Our School Policies
  4. Community Partnerships



#### TALKING POINTS:

- Within the small groups, or as a whole team, discuss what is going well in the four areas of school connectedness. (Teaching and Learning, Relationships and Environments, Our School Policies, Community Partnerships).  
*You could also choose to focus on one of these areas, as a whole team, over the course of a few sessions\**
- Are there things that could be improved in the four areas of school connectedness? If so, what are they, how can you as a staff take meaningful action to improve?



### SESSION 3:

## Student-led Clubs Builds Community

Now that the staff have had a chance to think about how a system-wide approach to improving school connectedness is valuable, this session's meeting guide will provide some examples of what other FISA schools have done to improve their overall school climate.

The focus of this session is about the first area of focus from the School Connectedness Action Guide: Teaching and Learning. Specifically, the focus is on Student-led clubs.



#### LINK TO VIDEOS:

- [Large Student population: Student-led Clubs Builds Community \(3:37 m\)](#)
- [Student-led Community Action Teams \(4:39 m\)](#)



#### TALKING POINTS:

- What student-led clubs or teams does your school have?
- Why are student-led clubs important to a school climate?
- Are there any clubs that could be encouraged to be created?
- How can a school with a large population of students facilitate clubs?
- Students propose clubs (size doesn't matter)?
- Student-led clubs organized by theme?
- How can you further showcase the amazing clubs and teams your school has, to the school community?

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DEVELOPING A POSITIVE SCHOOL CLIMATE- SYSTEM-WIDE APPROACH



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## SESSION 4:

# Relationships and Environment

The focus of this session is about the second area of focus from the School Connectedness Action Guide: Relationships and Environment.



### LINK TO VIDEOS:

- [Student Care Groups to Build a Positive Community](#) (4:16 m)
- [Red Carpet Welcome, Back to School](#) (3:40 m)



### TALKING POINTS:

- What did you like about the ideas shared in the videos?
- Are there any bits from those videos your school could take on?
- How can your school start/end the year in a way that sets the tone you want?
- What other special points in the year could your school work as a collective to further promote your positive climate/connectedness?



### IDEAS:

- As a team, look at the school calendar and brainstorm when events the team discussed above could take place





### SESSION 5:

## Building School Policies

The focus of this session is about the second area of focus from the School Connectedness Action Guide: School Policies.



#### TALKING POINTS:

- What policies are in place that support a positive school climate?
- Are those policies known by all relevant parties?
- How can you ensure the policies are lived and breathed at your school?
- What policies do your peer schools have in place that you might also want to create?
- Who wrote the policies of your school? Do they have representation from relevant parties?
- Are there policies your staff would like to see in place, that aren't already?



#### IDEAS:

- Breakout in small groups to read/review your schools policies (this can also be done in breakout rooms if the meetings are virtual)
- Create breakout groups in your staff based on specific policies

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DEVELOPING A POSITIVE SCHOOL CLIMATE- SYSTEM-WIDE APPROACH



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## SESSION 6:

# Building Community Partnerships

The focus of this session is about the second area of focus from the School Connectedness Action Guide: Community Partnerships.



### LINK TO VIDEO:

- [Building Community Through Potlatch Ceremony](#) (4:14m)



### TALKING POINTS:

- Why is it important for your school to connect with the community?
- Who does your school already connect with?
- What does this say about your school's values?



### IDEAS:

- Are there people or groups in your local community that you could collaborate with or an upcoming event at your school?

# MEETING GUIDE:

# Weaving Well-being Into the Curriculum (movement, sleep, & nutrition)

Well-being starts with the individual and their own personal care. Recognizing and understanding the importance of things like getting enough sleep, eating healthy, and being active on a regular basis is something that we should be educating our students about. This 3-session series examines just that.

**SUGGESTED TIMELINE: 3 SESSIONS**



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# Mental Health in Schools Guide

WEAVING WELL-BEING INTO THE CURRICULUM  
(MOVEMENT, SLEEP, AND NUTRITION)



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## SESSION 1: Well-being

This session will have staff dive into learning about what well-being means, and how schools can integrate Social/Emotional Learning into academics- to support the well-being of everyone.



### LINK TO RESOURCES:

- [What is Well-being? Looking at wellbeingbc.ca](https://www.wellbeingbc.ca)
- [Collaborative for Academic, Social, and Emotional Learning \(CASEL\) guide to integrating SEL into academics](#)



### TALKING POINTS:

- What does well-being mean to you?
- What does this look like in your school?



### IDEAS:

- Jigsaw activity: have staff break into groups to read sections of article from CASEL (linked above).
- Come back together as a team to explain what they read and ideas linking to in your school

# Mental Health in Schools Guide

WEAVING WELL-BEING INTO THE CURRICULUM  
(MOVEMENT, SLEEP, AND NUTRITION)



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## SESSION 2: Movement

This session will have staff watch a video with Dr. John Ratey on the importance of movement. Staff will then consider how to integrate movement into their daily routines.



### LINK TO VIDEO:

- [How Movement and Exercise Increase Health and Well-being with Dr. John Ratey \(4:32m\)](#)



### TALKING POINTS:

- How do you include movement into your lesson plans?
- How does your school promote movement?
- What are some brain-break activities you are aware of?



### IDEAS:

- Break into smaller groups and look at lessons plans that you have made- work as a team to think about how you can add movement into the lesson plan
- Work as a team to collaborate on a Google Doc (or other) on ideas for different types of brain-breaks
- Check out the external links provided under the video, on [wellbeingbc.ca](http://wellbeingbc.ca)



# Mental Health in Schools Guide

WEAVING WELL-BEING INTO THE CURRICULUM  
(MOVEMENT, SLEEP, AND NUTRITION)



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## SESSION 3:

### The Sleep-Health Connection

Staff will watch a video with Dr. Mark Lysyshyn on the relationship between sleep and mental health. Staff will brainstorm ways to support and improve the sleep hygiene of their students.



#### LINK TO VIDEO:

- [The Sleep-Health Connection with Dr. Mark Lysyshyn](#)



#### TALKING POINTS:

- Do you teach sleep hygiene in your classes?
- Are you getting enough sleep on a regular basis?



#### IDEAS:

- Explore the [Canadian 24-Hour Movement Guidelines for Children and Youth \(ages 5-17 years\)](#)
- Work together in groups to make a lesson plan on teaching importance of sleep

# MEETING GUIDE: Kernels of SEL Practice

“Kernels of SEL practice” is all about looking at existing researched-based programming and thinking about what bits and pieces can work best to be implemented in your specific school environment. This -- session series will give staff an opportunity to consider some best-practice examples of social-emotional education and determine which programs to implement at your school.

**SUGGESTED TIMELINE: 5+ SESSIONS**



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### SESSION 1:

## What are the 5 Kernels?

In this session, staff will watch the video with Dr. Stephanie Jones about what “kernels of SEL practice” means. Staff will discuss what the 5 “kernels” are, and how they can integrate these concepts into their daily teaching practice.



#### LINK TO VIDEO & RESOURCE:

- [Kernels of SEL Practice with Dr. Stephanie Jones \(4:38m\)](#)
- [What is Well-being info on wellbeingbc.ca](#)



#### TALKING POINTS:

- What are SEL “kernels” and when are they used?
  1. Emotions/Feelings,
  2. Social/Interpersonal,
  3. Cognitive (e.g., executive functions, self-regulation),
  4. Beliefs and Attitudes (e.g., self-efficacy, mindset), and
  5. Character (e.g., values, civic responsibility).



#### IDEAS:

- 1. Show the video to the whole staff
  2. Break staff into 5 breakout rooms (to match the 5 kernels) discuss their thoughts and ideas on their specific kernel topic, and how supporting this can be integrated into daily practice at your school
  3. Bring everyone back together and share out
- Exit Slip from the meeting-What are you thinking about now?

## SESSION 2:

# Aligning Kernels with our Practice

This session is an extension of the discussion in session 1. Staff will reflect on what they learned from their peers about the 5 kernels.



### LINK TO VIDEO & RESOURCE:

- Reminder of video watched last time: [Kernels of SEL Practice with Dr. Stephanie Jones \(4:38m\)](#)
- [What are Kernels](#) article
- [Why are Kernels Important?](#) article



### TALKING POINTS:

- How do your kernels align with your everyday practice?
- What are your own SEL abilities at this moment?
- In what ways is our school supporting us in terms of SEL?
- Find out what is already happening that is working; what is going well; where are the gaps? Where is the need that is most critical in the school?



### IDEAS:

- Have staff check out the resource, found on [wellbeingbc.ca](http://wellbeingbc.ca): [SEL Kernels: Greater Good in Education](#)
- Have staff work together to create the cards for the kernels, for each grade level

# Mental Health in Schools Guide

KERNELS OF SEL PRACTICE



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## SESSION 3: SEL Playbook

In this session, staff will explore the CASEL “playbook” for SEL practice. They will consider how the ideas shared in this document can be integrated into daily practice.



### LINK TO VIDEO:

- [SEL 3 Signature Practices Playbook: A Tool That Supports Systemic SEL](#)



### TALKING POINTS:

- How does this apply to individuals, as educators, or to our school?
- What is the relevancy or currency for our students?
- Discover the practical suggestions for connecting and developing community.
- Find the “hook”.



### IDEAS:

- Try breaking staff into grade groups or subject areas to explore and get age-appropriate ideas/tools to share or use.
- Try engaging in a Jigsaw





### SESSION 4:

## Mood Meter

#### Mood Meter



#### LINK TO VIDEOS:

- [Mood Meter with a FISA Peer School \(4:18m\)](#)
- [Ruler SEL Program \(3:41m\)](#)



#### TALKING POINTS:

- Children and adult emotional vocabulary is often very inadequate to express the range of feelings we all experience. Taking some small steps to build up everyone's emotional vocabulary will assist efforts to recognize, label, understand, express, and regulate emotions in school and in life.
- What is some vocabulary we can use to describe our feelings?
- How can we weave this practice into staff meetings, into daily lessons, etc.?



#### IDEAS:

- Engage in mapping out where you as individuals are sitting on the mood meter
- Work with a partner to explain how you are feeling in adjectives, and see if they can pin point where you put yourself on the mood meter
- Take some of the tactical ideas from M. Brackett's Permission to Feel and allow staff/ students to explore what aspects of RULER they think would most benefit.
- Connect to pre-work: what is being already done? Where are the gaps?

## SESSION 5+:

# Using the SEL School-toolkit

In this session, staff will be introduced to the wellbeingbc.ca SEL school-toolkit. Read through the information provided, and as a team, map out a success plan for school-wide SEL implementation (this plan may take a few staff meetings, over a long period of time, to develop)



### LINK TO VIDEO & RESOURCE :

- [Introducing the Schoolwide Assessment & Growth Plan – Dr. Kimberly Schonert-Reichl & Jenny Williams \(14:44m\) \\*\\*Optional viewing](#)
- [School Toolkit Information](#) (Please scroll down to see all the information on this webpage)



### TALKING POINTS:

- What are the 4 pillars of School well-being and SEL?
- What are we already doing well at our school/ in our classrooms?
- What can we improve?
- How can we create a school-wide common language for SEL?



### IDEAS:

- Download the Assessment Toolkit Training PowerPoint and go through together as a staff
- Break into teams to discuss and explore the 4 pillars of school well-being and SEL
- Make a plan and schedule for continued work as a team on this topic

# MEETING GUIDE: Positive Relationships

We all know the impact positive relationships can have on a person's life. Positive relationships can help individuals build resilience, feel connected to their community, and thrive as a person. This -- session series will support staff to examine ways they can work as a team to further foster positive relationships (peer to peer, student to teacher, teacher to teacher, etc.) in their school.

**SUGGESTED TIMELINE: 3 SESSIONS**



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## SESSION 1:

# Peer Mentor Programs

In this session, staff will watch the two videos linked in here on the topic of the benefits of developing peer-mentor programs. Staff will engage in discussions around establishing something similar in your school.



### LINK TO VIDEOS:

- [Positive Influence of Peer Mentoring with Dr Molly Lawlor \(3:13m\)](#)
- [Student Care Groups To Build A Positive Community \(4:16 m\)](#)



### TALKING POINTS:

*(Resource: Video viewing guide that summarizes videos)*

- Is a mentorship possible for our school?  
(Can this work in our current school environment?)
- What are the benefits of having this program?
- In what ways does peer-mentoring engage our learners in terms of leadership?
- What are the potential mental health benefits of peer-mentoring?
- Should we give student choice for mentorship?
- How can we pair the relationships? (open and more genuine)
- How do Core Competencies connect with establishing a program such as this in our school?



### IDEAS:

- Have staff to take time to look at possible pairings that could work
- Discuss:
  - Elementary (buddy classes: Which grade works together)
  - Transition to primary to intermediate
- Brainstorm as a team: What activities can we do to train the older children?
- Brainstorming a format of a program that would pair our students within a peer-mentoring context (step up or down age-wise depending on context)
- Create a Grade “x” day (students partnered up with others younger/older than them depending on school context)



## SESSION 2: Friendship Skills

In this session, staff will watch a clip from Dr Mark Greenberg on the importance of explicit teaching of friendship skills, and ideas of how to support teaching these skills. Staff can then engage in collaborative conversations or work together to build a lesson plan for teaching social skills in the classroom.



### LINK TO VIDEO:

- [Developing Friendship Skills with Dr Mark Greenberg \(7:55m\)](#)



### TALKING POINTS:

- How do positive relationships outside the classroom reflect inside the classroom?
- What is a positive relationship?
- What are the building blocks to creating a positive relationship?
- A positive school environment?
- How can staff model positive behaviour for students?
- How can older students model positive behaviour for younger students?
- How do you grow positive relationships through school programming?
- How can we integrate what is going on in our students' lives- into our lessons in the classroom?



### IDEAS:

- Breakout in smaller groups to talk in more detail (this can also be done in breakout rooms if the meetings are virtual)
- Identify a positive relationship in our own personal experiences
- Have staff collaborate on about the ways your school can implement school-wide sharing:
  - Role Play in the classroom
  - Assemblies
  - Positive club's
  - Mental Health Mondays are some ideas
- Building a book list that identifies emotions
- Give staff time in groups to develop 1 or 2 lesson plans to teach social skills in their classroom
- Build a scope and sequence of social skill development across your school's grades





### SESSION 3:

## Community Service

This session will have staff watch a video with Dr. Dr Kimberly Schonert-Reichl on service learning. Then, staff will work together to create a lesson plan to support students in reaching out and connecting with the community.



#### LINK TO VIDEO:

- [Benefits of Community Service Learning with Dr. Dr Kimberly Schonert-Reichl \(3:56m\)](#)



#### TALKING POINTS:

- What service projects are being done currently within the school community (office, classroom, at home, etc.)?
- What can be done at the different grade levels?
  - Can we have cross-grade work?



#### IDEAS:

- Have staff work together to create an outreach program
- Start looking at building bigger connections between every area of the school community
- Get into small groups to design a lesson plan for helping students to understand the benefit of reaching out and helping others.

# MEETING GUIDE: COVID-19 Well-being For Educators

The impacts of COVID-19 will likely be long-lasting. It is important to recognize the various ways this pandemic has impacted our students, parents, and us as educators, and how to support dealing with these impacts.

**SUGGESTED TIMELINE: 6 SESSIONS**



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### SESSION 1:

## Validating Our Own Feelings

In this discussion, we will consider how the transition to remote learning impacted us as educators. It is important to validate each other and our feelings, so that we can move forward.



#### LINK TO VIDEO:

- [COVID Tips for Teachers with Dr Hayley Watson Clinical Psychologist](#) (8:59m)



#### TALKING POINTS:

- What are your overall thoughts on what Dr Hayley Watson?
  - Can you relate to this?
  - Where are you in this process?
  - Was this helpful? Why was this helpful? What was your key takeaway?
- How did switching to remote teaching impact your well-being?
- How has this pandemic impacted your perspectives?
- What are the coping strategies you engaged with during this pandemic?
- How do you compartmentalize your experiences and emotions?
- How do you put your well-being first?
- How can you empower your students to take care of their well-being?



#### IDEAS:

- Share ideas of what that practice looks like individually – might help get fresh ways to reset.
- Have staff engage in a writing and reflection activity:
  - Write what their feelings are
  - Write their coping mechanisms
  - Reflect on their behaviours and reactions
  - Name the emotions that drive this behaviour (“name it to tame it”). By naming our feelings, we can begin to access the tools we need to cope and thrive
- Brainstorm as a staff the ways different ideas for practical self-care

# Mental Health in Schools Guide

COVID-19 WELL-BEING FOR EDUCATORS



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## SESSION 2:

### Connecting as a Team

Connection is so important. We realized that when we were forced to be in lock-down However, we also learned that connection can still happen virtually. Let's take some time to think about ways we can bond socially as a staff.



#### TALKING POINTS:

- What are some ways we can connect and laugh as a team?
- Virtually and/or in person
- What talents can you share with your colleagues?



#### IDEAS:

- Games night over Zoom
- Staff wellness bingo
- Art night as a staff
- Digital Escape Rooms
- Cocktail evening



### SESSION 3:

## Boosting Morale

Last time we talked about ways to bond as a staff. As an extension of that, let's take some time to think about how we can work together to boost morale.



#### TALKING POINTS:

- Where does your joy in teaching come from?
- What are some ways you as a staff can work together to boost morale?
- How can we develop "us" not just as educators, but as people?
- What are our own Social Emotional Abilities?
- How do we care and love each other? How do we help each other know that we belong and are cared for?
- How do we make each other know that "I'm glad you showed up".



#### IDEAS:

- The idea of celebration - when Covid is over, celebrating birthdays
- Brainstorm and collaborate together on these ideas - have staff and teachers come up with the ideas for what we could do together to work on our own Social/Emotional abilities. It's more meaningful for us to come up with these ideas together.



### SESSION 4:

## Supports in Place for the Educator

This discussion is an extension from session 2 and 3. This focuses on supports for educators. If there are no school counsellors at your school, having someone with professional competence to facilitate if deemed necessary. Know your audience. Has anyone in the group been directly impacted by COVID-19? Make sure that the Learning Resource Teacher is a part of the process.



#### TALKING POINTS:

- What are the supports in place in the school in case of triggers for staff and students?
- How do we facilitate open and effective discussion?
- Have a list of resources available in the community for staff needing support.
- Establish boundaries of competence. What can we deal with as educators and when does other professional help need to be sought out?



#### IDEAS:

- Small groups to encourage discussion
- One group to present their discussion on the video
- Pre-meeting (if on Zoom) ensure all are able to join and navigate





### SESSION 5:

## School-Wide Approach to SEL Part 1

This discussion will have staff thinking about how taking a school-wide approach to social/emotional education is beneficial.



#### LINK TO VIDEO:

- [School Leadership to Support Educator Well-being with Dr Mark Greenberg \(3:40m\)](#)



#### TALKING POINTS:

- What are your thoughts on a system-wide approach to social/emotional learning (SEL)?
- What do you think about a top-down approach to well-being?
- How can this be supported at your school?
- How can we educate ourselves on SEL?



#### IDEAS:

- Exit activities: Lunch Box Love Notes, teacher mentorship, departmental acts of kindness, nurturing each other



### SESSION 6:

## School-Wide Approach to SEL Part 2

This discussion is an extension on the previous discussion about a system-wide approach to SEL.



#### LINK TO RESOURCE:

- Have staff read this article: [Leaders as Champions of the Positive Mental Health of Staff](#)
- Then discuss key points as a team



#### TALKING POINTS:

- Was this helpful? Why was this helpful?
- What was your key takeaway from this article?
- What is an action your school can do with the ideas and resources shared in this article?



#### IDEAS:

- Share scripting for when teachers are at boundaries of capacity (when is it their role to support VS referral to a counsellor)

# MEETING GUIDE: Trauma-Informed Practice

It is important to recognize that Trauma can present differently in each individual. It is not so much about the situation people have been in, but how they have dealt with the experience.

*"Trauma itself doesn't cause damage. The damage occurs when the person experiencing the trauma feels helpless in the face of it, encodes the experiences with terror, and copes by shutting down"*  
— Jody Carrington

A trauma-informed school incorporates a supportive and compassionate lens to help our students who have experienced adversity of any kind in order to empower our students to lead meaningful lives and contribute to their personal wellbeing and community.

**SUGGESTED TIMELINE: 5 SESSIONS**



**Well-Being BC**

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### SESSION 1:

## Teaching from a Trauma-Informed Perspective

This discussion will have staff thinking about how taking a school-wide approach to social/emotional education is beneficial.



#### LINK TO VIDEO:

- [Teaching from a Trauma-Informed Perspective \(Dr. Hayley Watson\) \(4:58m\)](#)



#### TALKING POINTS:

- What key learning did I see in the video?
- How do you define trauma?
- What are you wondering about Trauma-Informed Practice?
- How can we implement Trauma informed practice in our school as a Tier 1 universal design?
- What does trauma-informed practices look like within our Tiers?
- How can we support teachers and staff who are also impacted by lived traumas?
- Key points: Trauma-Informed Practice helps learners:
  - feel supported and connected;
  - are welcome to explore their strengths and identities;
  - can exercise their agency;
  - can develop meaningful, positive relationships with adults and peers; and
  - have access to the mental health supports they need.



#### IDEAS:

- Gather responses from staff on a shared Google Doc
- Answer key questions using an online survey that generates word clouds (e.g. [Menti.com](#))

# Mental Health in Schools Guide

TRAUMA-INFORMED PRACTICE



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## SESSION 2:

# Exploring the Trauma SEL Toolkit

In this session, have staff visit the Trauma SEL Toolkit and discuss key points.



### LINK TO RESOURCE:

- [Transforming Education Website and Toolkit](#)



### TALKING POINTS:

- Was this helpful? Why was this helpful?
- What are some key takeaways from this website?
- What is an action your school can do with the ideas and resources shared in this website?



### IDEAS:

- Gather responses from staff on a shared Google Doc



### SESSION 3:

## Reflection and Integration into Practice

Taking what you learned in sessions 1 and 2, reflect on your understanding of Trauma-Informed Practice, and how all educators can be trained on how to implement this into their teaching.



#### TALKING POINTS:

- Training ALL staff members on what a compassionate trauma informed practice is.
- Understanding the whole perspective of the life experience of the student.
- What are the signs of trauma/adversity?
- Liaising between students/teachers
- Intergenerational trauma
- Cultural trauma
- What are the small wins for a student who is struggling?
- How do we use empathy in our classrooms?
- How does the teacher handle burnout from supporting students/families?



#### IDEAS:

- [Trauma Sensitive Strategies for Challenging Behaviours \(1:21h\)](#)
- Suggest staff to read "[Kids These Days](#)" by Jody Carrington



# Mental Health in Schools Guide

TRAUMA-INFORMED PRACTICE



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## SESSION 4: SEL for Educators

This topic is all about SEL for educators. Watch the video together and discuss.



### LINK TO VIDEO:

- [SEL for Educators with Dr Kimberly Schonert-Reichl \(3:39m\)](#)



### TALKING POINTS:

- How does co-regulation affect your community?
- Are you able to identify/share tools that work for you to press that reset button?
- Can you bring these tools into your classroom with ease?
- How can you incorporate these tools to benefit both you and the students?
- Zones of regulation in the morning check in -- sharing what they need
- Peer feedback to help provide suggestions for what can help them
- Health check should include well-being check



### SESSION 5:

## How to Use Peers to Support Each Other

How can we use the students in our school as support for each other? Watch the following clip and discuss how the ideas from this video can be used in your school.



#### LINK TO VIDEO:

- [Positive Influence of Peer Mentors with Dr Molly Lawlor](#) (3:13m)



#### TALKING POINTS:

- How can we establish the foundation of a safe, caring, and nurturing environment in our schools and in our extra-curriculars?
  - Do we already have this as a foundation?
- Is there a group of students who we can use to help mentor our younger students?
  - In what way?
  - When in the day?
- What are some ideas we can establish for peer-mentoring?
  - Tutoring?
  - Buddy system
  - Buddy readers?
  - Peer leadership training?
- How can we support the establishment of these groups?



#### IDEAS:

- Have Senior teachers meet and talk with the Jr teachers about when and where peer-mentoring can take place
- Brainstorm some ways your school can establish cross-grade mentoring