

Wellness and Resilience Strategies: Physical Wellness



Section 10



Facilitator Agenda

Agenda Items	CR Section 10: Wellness and Resilience Strategies: Physical Wellness
<p>Planning</p>	<p>Send the introduction document from Section 10 in the online toolkit at least 4 days prior to the group to all participants.</p> <p>Hold a meeting with leadership to prepare for this section and invite the leader(s) to consider the following:</p> <ol style="list-style-type: none"> 1. This section begins the wellness practices portion of the toolkit. Your participation in the conversations as a peer-learner for personal wellbeing will provide opportunity for you to make authentic and personal connections with the group. 2. The wellness sessions should give you insight into potential wellbeing supports that you can offer to all staff. <p>For the full leadership preparation document, please visit this page.</p>
<p>Purpose of the Group/ Learning Objectives</p>	<p>We are learning how to strengthen our physical wellness by developing additional ways to care for our bodies and listen for signs of stress to minimize unhealthy responses.</p>
<p>Materials/ Preparation/Time</p>	<p>Time: 45-50 minutes</p> <p>Materials:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Circle kit <input type="checkbox"/> Values and shared agreements created in first session <input type="checkbox"/> Copies of the following for all participants: Choose Nourishing vs. Depleting handout and either the Why it's so hard for teachers to take care of themselves article or the 5 principles of self-care for health professionals article, and if doing bonus activity Listening and Responding to Stress in Your Body <p>Set-up: Up to 15 chairs arranged in a circle without furniture in the middle.</p> <p>To consider: Understanding Your Social Location as a Facilitator – Active Bystander Intervention: Training and Facilitation Guide.</p>

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<p>Welcome/Check-In (5 minutes)</p>	<p>“Put yourself at the top of your to-do list every single day, and the rest will fall into place.” – Unknown</p> <p>(Go-around) Given our previous session’s focus on our personal sense of purpose, did you have an experience since the last session that reinforced, reminded, or reconnected you to that purpose?</p>
<p>Grounding/Wellness Practice (5 minutes)</p>	<p>Ask participants to get into a comfortable position, take a few breaths, and focus in on this one activity. Take time to enjoy this article, Why it’s so hard for teachers to take care of themselves or 5 principles of self-care for health professionals (facilitator selects whichever article is a better fit for the audience).</p> <p>If you would like to consider a different grounding practice, please review the mindfulness appendix for additional suggestions.</p>
<p>Self-Care for CR, Part One and Guiding Questions (10 minutes)</p>	<p>(Go-around) What is one statement from this article that resonated with you?</p> <p>(Pair share) Share a strategy from the article that you currently use or would like to practice.</p>
<p>Self-Care for CR, Part Two and Putting it into Practice (25 minutes)</p>	<p>Share: In our demanding lives, we can easily get caught in simply getting the tasks done and losing all enjoyment. We can get sucked into an “Exhaustion Funnel.”</p> <p>Share Nourishing vs. Depleting handout.</p> <p>(Pair share) What job-related tasks does one of you find challenging, mindless or exhausting that the other enjoys, finds nourishing or gets excited about? Be sure to identify one thing that is nourishing for each person but depleting for the other. When you hold the depleting perspective, become curious about what your partner finds pleasurable about the task.</p> <p>(Go-around) How has (or could) a perspective shift helped a mundane and depleting task become more enjoyable?</p>
<p>Closing (5 minutes)</p>	<p>Pass a fist bump around the group.</p> <p>Bonus Activity: Handout for reflection between sessions Listening and Responding to Stress in Your Body.</p>