



Wellness for Educators Webinar - Promoting and Supporting Wellness in an Online School Environment

Guests: Patricia Freitas, Andrew Satanapong, and Dr. Greg Nuckols Stanford Online High School
Recorded: 3-8-2021

Kathryn Kennedy: Welcome, everyone, and thank you so much for joining us at Wellness for Educators. We're excited to be here. Wellness for Educators, for those of you who are not familiar, is a nonprofit based here in the state of Maine. But we're serving educators worldwide. We are invested in and passionate about supporting educators worldwide with trauma and equity informed practices and strategies for wellbeing and social and emotional learning through a variety of disciplines such as yoga, mindfulness, meditation, qigong, art, spoken word and so much more. Today, I am so honored to have the counseling team from Stanford Online High School here to talk to us about how they promote and support wellness in an online school environment. And they'll give you tips to do that same thing in your environment as well. Today, we have Mrs. Freitas, who is originally from Brazil, where she started studying psychology and art therapy 20 years ago. She moved to the San Francisco Bay Area in 2002 and earned a Bachelor of Arts degree in psychology with a minor in special education from San Jose State University. Mrs. Freitas has been working in the field of education, behavior and mental health services for the past 14 years and recently earned an M.A. in education with a concentration in counseling and student personnel, also from San Jose State University. In her free time, she enjoys traveling, watching movies, going to art shows, hiking, swimming, practicing yoga, cooking and spending time with her family and friends. Andrew Satanapong, he earned his M.A. in school counseling from the George Washington University and his B.A. in psychology from UCLA. His work in counseling spans kindergarten to university students, but a majority of his career has been spent working with 9th through 12th grade students in traditional public schools in Northern Virginia and Hawaii. Mr. Satanapong has a love for helping people, a passion for human centered design, and a vision that together we can achieve great things. In his free time, Andrew enjoys photography, sports and spending time with his dog, Sumo. And finally, Dr. Nuckols earned a PhD in clinical psychology from Pacifica graduate institute in 2010 and an M.A. in counseling psychology from John F. Kennedy University. His clinical experience includes work with adults, families and adolescents and clinics and counseling centers in Oakland, Berkeley, San Mateo and Palo Alto. He has contributed to secondary education projects at Stanford as a tutor, course developer and supervisor. And he

also served as an instructor and division head at Stanford Online High School. In his free time, Dr. Nuckols enjoys reading, spending time in nature, and woodworking. Thank you all so much for being here. So, the first question that I have for your team is in the context of COVID19 and with many schools operating online or via blended learning, why is it important to continue efforts to support student wellness and to include social and emotional learning in programs and curricula?

Dr. Greg Nuckols: Thanks, Kathryn. And let's see, Andrew, are you able to share our slides? And we'll be using those as we're going through some of the material we have to present today. Great. Wonderful. Okay. So, in answer to the first question, I think it might be valuable just to spend a moment talking about social-emotional learning or SEL in general. I imagine this is a concept that's probably familiar to everybody to some degree. Let's see. Getting the slides in a better format, they're great, thank you very much, Andrew. Let's go on to the next slide if we can. So, here's one definition of SEL to say that it's the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decision. So, this is coming from the Collaborative for Academic Social and Emotional Learning, CASEL. You can see their reference there on the slide. And we've used a lot of their material in some of the programs that we have developed. Let's go on to the next slide. Great. Thank you. Based on research from CASEL and a lot of other organizations, we know that attending to SEL does have a number of benefits, both sort of directly in the realm of social and emotional wellness, but also more generally for students. So, attending to students' social emotional needs can facilitate long term improvement in student attitudes towards school, their emotional skills, and also academic performance. Some research studies, for example, have shown that as much as an 11-point gain can happen on standardized achievement test scores as a result of school-based universal SEL programs. So just a little bit of evidence that this is something worth attending to. Let's go on to the next slide. Speaking specifically about COVID-19 and the pandemic era that we've all been living through, I think a substantial amount of recent research indicates that the experience of isolation and loneliness that's happening for many students in many of us during the current pandemic may also lead to higher rates of depression and anxiety among adolescents, both now and in terms of prediction, even after the COVID pandemic ends. And so, I think we're all looking forward to a time when things may be a little bit more back to normal. But even at that point, I think we may be looking at a situation in which young people are dealing with more of these sorts of challenges. As we may all be aware, anxiety and depression as mental health conditions do affect many children and adolescents. And this is something that's been increasing in recent decades. Certainly, that's a very important issue in general. And perhaps the most acute concern there is about student safety, because the suicide rate among adolescents has been increasing substantially over the past decade. So, I think all of this lend support to the idea that we really do need to be attending to students as whole persons and not only looking at their academic achievement and progress. Next slide, please. Of course, along with students, the COVID-19 pandemic has also had a significant impact on us as educators, teachers, staff, and school administrators. Some of these challenges that I imagine are familiar to us have included changes in work setting and responsibilities,

sometimes happening quickly or changing from week to week in an unpredictable manner. Family or health difficulties that we might have had to deal with, financial effects, and others. And so, offering support for educator wellness as part of a school program or developing program of wellness can also enhance performance and aid and retention, especially during difficult times like the current pandemic. Next slide, please. So, some of the ideas, I'm going to start more on the sort of idea level here, and then you'll hear more from colleagues as we go through the presentation today about some of the nuts and bolts of how we've worked with wellness and SEL Standard Online High School. For many students, the pandemic has limited their ability to participate in extracurricular activities or to maintain connection with friends and peers, and that's true for our school. Even though we're an online school and many students have in-person activities that they have done or used to do in their local area and many of those have been limited or just not happening at all during the period of the pandemic. That lack of regular social contact, I think, is especially difficult for adolescents, maybe even more so than for younger children or adults, although I think challenging for everybody to some degree. And so, helping students feel a sense of belonging and friendship within their classes, for us, that means online classes and in the school community can really be a big benefit because these other social outlets that students may be used to aren't happening. And so, for us, brainstorming and discussing different strategies to support students has been a focus area for us during the past year. We spent time during staff meetings with teachers and support and administrative staff talking about what can we do to make students feel more a part of what's going on, and connected with each other during their online classes. Certainly, that's something we always try to do, but I think it's been an especially important initiative during the time of the pandemic.

Next slide, please. One specific piece that I think is important in supporting student resilience during this time has to do with executive functioning skills. And again, a concept that may be familiar with too many people. Just to briefly talk about what that means, these are what some people might call sort of soft skills so they're not maybe directly connected to the content of students' academic curriculum, but they support student success. These are skills such as being able to plan, focusing their attention, self-monitoring in terms of how they're doing or what they might need to do to improve things, self-regulation, and sort of being able to direct their time and attention and energy to what's most important to them, time management and self-organization. And so, some relatively new research from the Stanford Department of Psychology has suggested that students who have stronger executive functioning skills have actually experienced less emotional difficulties, depression, and anxiety during the pandemic. And I think this is something that has been observed and talked about in a lot of settings. In other words, with so many students doing classes and doing their work online, perhaps a lot more self-directed than what they're used to being in a physical classroom many students have felt kind of lost or perhaps have had a lot of difficulty keeping up with what they're supposed to be doing. So, this is a place where we can really help students. And so, some of the discussions we've had at the online high school is to find ways and for teachers to brainstorm together strategies to help students with executive functioning and even strengthen that as a resource during this time. So, to assist students in being able to break down larger assignments into smaller pieces, helping students plan how they're going to tackle each one of those chunks

going along, and also encouraging self-monitoring. And what I mean there specifically is perhaps after a student finishes an assignment or quiz or problem or whatever it might be, to look back and say, "Okay, what went well? What didn't go so well? What can I do to maybe be more efficient or do better on this sort of-- on this sort of task in the future?" And so, with that, I think I will pass things over to Andrew to talk more about some of the specific initiatives that we have worked on.

Andrew Satanapong: Yeah, I'm just going to go ahead and give you kind of a quick rundown of what we offer in the high school. Pat will talk about our middle school services and programs. She's obviously worked very hard on creating that program. So just to give you a little bit of background on our school, we have a 9 through 12 school and that would be the high school and then, obviously, middle school comprised of a seventh and eighth grade-- again, she'll talk a bit more about those programs. Oops, there we go. So, we do offer counseling one-to-one, as well as small group counseling as needed. We typically use Zoom, Skype. We do phone, email, FaceTime, really, what the student is comfortable with. That's how we typically meet with our students. We also do online workshops, academic skills. We also offer mindfulness. Greg can talk more about that and also time management. And so, these workshops, typically, are focused on students and just looking at the different types of needs that they need. And Greg will talk a little bit more about our surveys that we do to try and identify those types of needs. And then, we also offer courses that are for credit. Typically, they are pass, no pass, or no credit. And really, these are the different types of things I'm happy to talk more about, the different courses that we offer. The two courses that I've offered are based on life design or this idea that we can design products and services and all those types of things, so why can't we design our life, designing your life that's based off of or is based off of the book that Bill Burnett and Dave Evans were both also at Stanford. So, some of you may be familiar with that. And then, also, I've been fortunate enough to collaborate with Project Wayfinder, which has developed a purpose learning curriculum, and so we offered it in a homeroom setting. And so, really, what we try to do is try to find what is kind of salient to our students in terms of what's something that they're going to be able to kind of attach to.

And I think that's one of the interesting things about an online format because it can be easy just to kind of go on with your day and let things pass. So, if it's a volunteer thing-- and that's something we're always talking about. How do we get engagement? And so, our courses have also been something that we really try to create so students kind of feel like, "Okay, there's a set time. There's intentionality." And again, happy to talk about any of those and feel free to throw any questions in the chat, and we'll try to answer those as we go along here. We've also developed a wellness program, which, really, was kind of born out of a key requirement that we've had for years. And what we really wanted to do is two years ago, really expand that to include much more than just physical well-being but also all the different aspects that go into an individual's well-being. And so currently, all ninth-grade students enroll into a wellness program. It's a course but it's asynchronous. Actually, all of our classes are done synchronously. And so, this is a little bit different where students are going through different things weekly and also as well as monthly. So, they do reflections, a lot of these aligned with the CASEL competencies, which many of you may be familiar with. We also feature one-to-one coaching.

And so, this is actually a very important part of our wellness program, where we have staff members, so different instructors, school support staff who volunteer to be wellness coaches, and they follow them all year long and really just talk about their well-being. And so, this is a really important space for students to really talk about what keeps them well, what's going on. And a lot of it is based off of not necessarily, "You did it. Great. Check that box off." It's really like, "Where are you at this moment, and how can we get you to where you want to be or if you are where you-- if you are in a good place, then what are those things that are helping you be in a good place? And we also have different questions that we try to prompt them on. And so, this has really been great to develop. And the other thing going back to my earlier point is what's going to kind of make this sticky for students? We've also made it a graduation requirement. We kind of already leveraged what we already have, which was PE. And then we transitioned it into being our wellness program. And it was already a graduation requirement, so it was fairly seamless in that sense. And we've also expanded it to a second year. And so, our tenth graders-- generally, our tenth graders will be enrolled into wellness program, too. And while we're still kind of fine-tuning what that second year will look like, this year we've done wellness homerooms. And so earlier, I mentioned Project Wayfinder, which is a purpose learning curriculum, and that's something that I lead. And so that's something a student can take. We also have a couple. You can see some of the other offerings. We have yoga, cultivating self-compassion. And then Greg is leading the mindfulness and wellbeing wellness homeroom. And again, this is a pass with no credit. We basically just want you to be present and to engage and kind of have that space available to all of our students. And so, we're really proud of what we're building here. And we'll continue tweaking things and listening to our students to design these things, so many different options. And again, this is all online and some of it is synchronous as coaches are meeting or in this case, for the wellness two program or program two for the wellness homerooms. That is a synchronous place where people come to on a weekly or biweekly basis depending on what the homeroom is set up. So again, trying to leverage what is sticky for our students and then creating experiences built around that. And then also just to speak a little bit about what we've been doing for teachers and staff, being an online setting very much like our students in the sense of we're often in our spaces inside for a long time doing the work that we do. And so, this is also another space that is something that we want to be very conscious of. And so, we utilize Slack, which is an online chat program. And so, I know a lot of schools utilize this. A lot of companies use it. And all these different hashtags are just samples of the different channels, as they call them. They're basically different chat rooms if you're familiar with chat rooms from back in the day, which I am. And yeah, one of the ones like get those [inaudible] is a wellness-specific channel where people talk about the different things that they are doing to kind of stay well and keep well. Water cooler is all for random kind of things. And so again, that's one of the things that we do to kind of stay in communication, especially now that we're all online and not seeing each other. Typically, in a non-pandemic world, we would have monthly collaborative Friday meetings where we're meeting in person. We continue those collaborative Friday meetings but now in the online space only. And so, I've done a bunch of Wayfinder activities to help us learn from one another and listen and do all those things and I think it's really interesting. What I really loved about it is offering something that I offer to students but also to my colleagues and them having that experience that's parallel to what I'm bringing to students, and so that was really fun. Mindfulness practice, Greg

led an online series of mindfulness activities that got a lot of engagement, and then just doing wellness in person. And when we're in person having those activities, we've done simple as walks. We also played tennis and just had a lot of fun, just at least being outside for a little bit. And I think the key there, in my opinion, is that we were able to have that space carved out. So, the collaborative Friday meetings are actually-- there's a whole day of activities in the afternoon. Typically, there's a lot of different options in our leadership recognizing that wellness and well-being. It's important being able to give one of those spots to a wellness type of activity that's an option for folks. So total, just like breezed over it, happy to talk about any specific thing I just mentioned there, if there are questions there. And so, with that, I'll pass it over to Pat who will talk about all the wonderful things she's done with the middle school.

Patricia Freitas: Thanks Andrew. Can we jump to the next slide already? So, okay. So, these are some of the services that we offer in academic guidance, social, emotional support, and communication, also facilitating communication between students and families and instructors as well. For academic guidance, we do have an academic adviser who pretty much specifically works with middle school students, but we work in collaboration, checking in with students on their grades, attendance, and time management as well. So, time management, organizational skills, and sharing some academic skills that students need to be successful in class, and to manage their schedule, and to feel like they do have some structured routine that they have that they can follow. It's super important. Greg mentioned before how executive functions are a big focus, especially now during the pandemic, right? So how it can be helpful in terms of leading us to feel confident, and to feel secure, right, to feel safe in the time of uncertainties, and in a time that we don't really-- we are not really guided, right, by others. In brick-and-mortar schools, I do understand, especially talking to counselors, college counselors from different schools, they do mention the difficulties of students actually not having a specific schedule that they have to follow, right? So, they go to classes, but they don't really have that time to study, plan for them, or break times, or different things, different activities planned out for the rest of their day. So that's something that we work a lot, and we offer a lot of support at OHS in this environment online. Oops. Sorry. Go back to one more. Sorry about that. Yeah, I just also want to mention, we do have some students that have accommodations, specific accommodations that we work with, and families as well. So, accommodations vary. It could be a learning accommodations or disabilities or even just medical accommodations, such as migraine, for instance. So, it just felt like it would be helpful to mention, especially because this is a focus on students' wellness, right? So, there is a learning specialist, a disability specialist at Stanford that works for OHS, that works directly with the families and reads their medical referrals and provide the specific accommodations based on the student's needs. Accommodations are confidential. They get to share their letters with instructors, and we counselors are here to support them, advocating and communicating with instructors and also managing their time and their assignments as needed. All of the other services on these tables are pretty similar to what Greg already mentioned, related to OHS.

So, Andrew, now it's time. You can move to the next slide. Okay, so here's a good list of these specific middle school programs that we offer. We do focus on two very important-- and we took a couple of years to put together the middle school committee in collaborative-- and

myself in collaboration. We worked with also other instructors that are not part of the middle school committee. But that gave us some great feedback. We worked on these two transition programs. One is the onboarding program for new students at OHS and parents as well. So, in this program, we are welcoming all the students and we are talking about our environment and we are talking about how they can prepare for a class, how they can-- where they can find material, how they can submit material. And also, the really special part about it, it's those breakout rooms that we offer with some fun activities, social activities for students coming in and joining us. And they get to know each other. They get to understand they're in the same boat and they get to meet with some instructors as well. So, it's a really helpful program. And I'm happy to get some more details about the program later, if you have specific questions. I'm happy to connect later and give you more information about it. But it's been great and we are really happy to be able to provide. So, we meet with the students for three days in the beginning of the school year in the first week of the school, actually, of classes. And yeah, we follow up with them in different ways. And that's fantastic. Also, in the spring, this is a recurring program. Again, that I work in collaboration with and not only instructors but all different departments, even the counseling department. We talk about their transition to high school. So that's offered in the spring. For the first meeting, we talk about academic guidance. Instructors get to discuss their courses, the courses that are offered in ninth grade. We talk about support services, including all the wonderful things that Andrew and Greg mentioned, all of the homerooms and the wellness program. We talk about counseling services. So, it minimizes their anxiety in regards to college application and everything that comes to mind when we are talking about high school, right? So, it's a good opportunity for them to know that things are going to-- all the information they need and all the process will be coming at the right time. And they do have some great support coming from us, shouldn't worry about that much. And also, engagement opportunities. So, we talk about the social aspect of OHS. We do have a lot of different life, student life, and activities at OHS on Fridays. That's usually when students don't have classes and students get to meet for their clubs. So, we have over 70 clubs and circles at OHS. They are fabulous, ran by students and sponsored by instructors and staff. And students get to tutor also. We have a wonderful writing and tutoring center that we have instructors available to meet with students for their academic questions or even just to provide feedback. And students get to do the same. So that's a wonderful opportunity for them too.

So, yeah, the onboarding and the transition to high school series, along with the Pixel Pals, which is the buddy system in the beginning of the school year, that helps the new students to become more familiar with the school and to feel like, "Yes, I already know at least the one person at OHS." So that makes things a little easier and it helps them to communicate in our environment, so that happens for the first couple of months of the school year. We also offer some workshops throughout the year. We have a communication workshop in the fall that teaches about how to communicate online, how to socialize online, how to communicate with their instructors and to ask for help if they need to, right. So, and some etiquette as well, that's a little different than in-person interactions. And studies schedule, I can talk a little more about it. It helps them organizing that structure of studying, and also accommodating personal activities related to wellness, or even extracurricular activities that they have going on in their weekly plan. But we also offer mindfulness workshops, so in collaboration with the high school

counselors. And let's see, learning strategies course. So that's a wonderful course. It's a six-module course, but I can also provide you with some information, specific information, later on. It talks about time management, organizational skills, academic skills, including note-taking like creating checklists.

We talk about memorization and different techniques that they can learn to help with their study practice, as well as, mindfulness coping tools. And we practice some activities during our meetings. And that happens during the fall like I said. And yes, collaboration with middle school committee. We talked about that, so they've been wonderful. They helped putting together and assessing students for the onboarding program. Assessing their needs to create the onboarding program. And also, we work on events, planning and, of course, proposals, and so on. I also get to meet with parents a couple of times a year to talk about our programs, and also hear from them, and see what else we can help their students with. Can I see the next slide? Thank you. This is a sample of a work that was submitted by an eighth-grader.

We had 40 students actually taken the Learning Strategies course this past fall. And these are some of the main topics that the students enjoyed learning from the course. So, communicating with their peers. What I'm actually very pleased with, and one of the things that students mentioned that they really enjoyed from the course, was learning from each other. So, they have the opportunity to go and experience, to talk about where they are coming from, and what they enjoy doing, and how they do things. How they organize their work, what their preferences are. So, it gives them ideas of what they can try, right. So, we talk about growth mindset a little bit. So, it's really helpful. And I was glad to hear that they enjoyed that interaction with other students and learning from each other as well.

All right, next. Okay, so these are some of the main topics that I do suggest that students include in their daily, and their weekly schedule, and their study plan. Usually, to try to set up a routine. I tell them you're not robots, right, so we have to review our schedule every now and then and add maybe an element of surprise to make their day excitement, and so not to have your routine become like a dramatic thing, and it's important to review and to change it as you wish, right? So, this is yours, I tell them. When you're putting this together, remember that this is yours, so what you're planning for your break time it's up to you, right? So, your personal preferences, how you're rewarding yourself after you complete your assignments and you complete your week, it's important to think about that and also to consider your energy level, too, right? So where am I going to study time for math during my day if I feel more energized in the morning or maybe in the end of the day, or when do I have--? When am I actually-- when do I have better focus to do my reading, right, without falling asleep or getting distracted? So those are questions, self-awareness questions, that's I remind students to ask themselves when they are putting this together. But yeah, having-- you can skip to the next one, I think it's easier to-- okay, so this is a long schedule for a student here. We try to plan, try not to add weekends to their time, right? So, I know that a lot of our students do work during the weekend. We try to have them working on a checklist in the beginning of the day to see what they have coming up not only in assignments that are graded, but how they can plan for class, right?

So, review the material like it was mentioned before, but how they can plan for class. And that helps them actually building some confidence for participation in class, which is something that's not easy online, right? So, we don't really know when to interject, how to interact and how to actually express ourselves in an online environment, so it's important for them to prepare themselves for that. So, yeah, we work on a checklist and I do recommend that adding a checklist for the beginning of the day as an important practice. So, color coding is really helpful, right, for the visual aspect of it. It helps building habits, creating new habits. And here we have this student's practice-- not practice, I mean classes in red and in orange. We have all of the extracurricular activity the student has going on. I do recommend that they add some transition time between activities, right? Some break time, short break times. We talk about the importance of breaks during their learning strategies course as well, so that's something that we do encourage students to take and incorporate in their schedule. But yeah, so dinner time, workout time. And some is structured like times for homework, and also resources that we have here in yellow. Some office hours times when instructors are available to meet with them outside of class. And that's something that we encourage students to do a lot, to build those relationships with their instructors. That is part of actually the social-emotional learning practice, right? So, it's a competence that's important that they work on but, yeah, communication, like I said, really important online, and we are always encouraging our students to do so. Let's see what's on the next slide. Okay. So, I don't think I ended up mentioning homeroom. So, we also do a lot of wellness work with the homeroom instructors and staff. So, we do a lot of-- discuss a lot of different topics so that we can incorporate. The homeroom for middle school students is structured in the check-in based then we have some discussion topics or some games that they can play. And then we mention some announcements from the school so we can encourage them to participate in social activities. Right? These are some discussion topics that are related to specific mental health triggers and coping strategies that we had in our homerooms. And I think the next slide shows, yeah, some check-in activities related to wellness. Right? So, we have some stretching sessions at times and self-regulation, we share some self-regulation tips and checking for their emotions, like, "How are you feeling? What do you mean by that?" Checking for their energy levels. And like, "What do you have coming up?" So, we work proactively to remind them of actually working on a study plan and working ahead of time, right, looking for help ahead of time. So here I love this one, this activity on the top right. It's a combination of different check-in topics that we actually did throughout the year. So, like, "Let's talk about your wellness now."

So, it's kind of like having them doing a check-in, a well-rounded check-in based on everything that you can think of like, "Am I sleeping well? How is my breathing? Am I drinking enough water? How is my mood going and my energy level and so on?" Right. So, we usually check on those individually, but at this time and after a certain number of check-ins, we decided to go with the collection of them. And they actually did pretty well, so that's pretty good. So, let's see, what else do I have for you on the next slide? Okay. Yeah, I guess this is it. But I do have a lot of great information and details to share with you. If you have any specific question, I'm happy to share more about the services that we offer to our students online.

Dr. Greg Nuckols: Thanks, Pat. And Kathryn, did you have a question or did we want to go into a little bit more detail about the project Wayfinder activities that Andrew has done with both of his students and with teachers and staff?

Kathryn Kennedy: Yeah, it's totally up to you if you all want to field questions throughout or if you'd rather wait until the end. Either way is totally fine, but I would love to know more about the Wayfinder.

Andrew Satanapong: Yeah. I don't mind talking about it right now. So projectwayfinder.com if you want to see a little bit more of all the different offerings. Specifically, we use their purpose tool kit. They now have a belonging tool kit, which is something we're looking into adopting for our 10th grade wellness homerooms for next year. But from the Purpose Toolkit, some of the activities that we did with both students as well as educators-- one was journey map. And journey map is based on this mapping of different twists and turns in one's journey. And so, as an adult, we have, certainly, a wider [inaudible] of time to be able to map our journeys and how we got to where we were, and so just really mapping that out. And then what I really love about Project Wayfinder is the prompting questions that really just kind of get conversation going. And so, having these conversations with other folks really just helps to facilitate more relationship-building, communicating of your own self. And so, journey map was one of those we also did rooting in joy, which is based off identifying things that you really like to do or love to do and then really kind of distilling what about all those different activities really kind of get you excited.

So, for example, if I wrote down something, I love is basketball, then I would connect it to some of the roots of that. It's being physical. I feel like it's a very creative sport. And then I might also put down something like, "I really enjoy creating experiences." And part of that might be like, "I really like doing things that are really active." And so, you can see basketball and creating experiences, how they join are really physical things, and those are kind of the roots. And then kind of from that, we can decide, "Oh, well, what are the things that we can kind of do to bring more of that into your life?" And again, sharing that with your colleagues as students share that with each other, I think we kind of all see how that might be really wonderful and fruitful. And so, for the students, I did that over the course of a whole year, doing activities that are-- and kind of broken up into chunks. We find our mindset self-exploration and then thinking about the world beyond yourself and then doing purposeful action or stepping into life with purpose. And so, we went through that whole curriculum for teachers and staff. We did individual activities during our collaborative Friday afternoons, and so trying to provide that experience for them. I'm happy to talk more about that.

Dr. Greg Nuckols: Cool. Thanks, Andrew.

Andrew Satanapong: Any other questions that we have there? We can also bring up the slides and books. No questions? I don't see anything in the chat, so I don't miss it. All right. I'll reshare the slides. And again, feel free to type in any questions into the chat.

Dr. Greg Nuckols: And let's see. I think I'm addressing our next segment. Kathryn, should I go ahead? Okay.

Kathryn Kennedy: Yup. Go ahead.

Dr. Greg Nuckols: All right, perfect. So, I know we're approaching the end of our time, so I'll try to keep things moving here. Some thoughts about our process. I think you've heard us talk about all sorts of different initiatives and activities and programs we've developed or been working on, and this has been over the course of a number of years. Certainly, there are many prepackaged social and emotional learning curricula, second-step character-strong line, and stuff. There are a lot of them you've probably heard of. And that's certainly a good option for developing and launching a program. Going in that direction could involve a significant cost, however. And this is one of the considerations that we have taken into account. Sometimes prepackaged curriculum may not necessarily feel like they're addressing the specific needs of your school. And so, we've engaged in more of an incremental [inaudible] adopted from other organizations or sources like the Project Wayfinder curricula. But then in other cases, we've perhaps modified things or created our own activities or resources. And that's been a process that's included getting input from our own faculty and support staff and administration, certainly also from our students and parents to try to come up with what's really going to work best for us and our population of students. Next slide, please. Thank you. So, eliciting this input has involved working with Panorama Education to elicit survey input from our students about their experience at our school. And that has allowed us to also-- working with an organization like Panorama has allowed us to compare ourselves to other institutions, which is helpful. Then we can sort of see where perhaps we're doing well and where we might have some areas of growth. Those results, in general, have indicated a lot of strength in a variety of social and emotional competencies among our students. And one specifically identified area of growth is enhancing the sense of belonging among students at our school. And I think Andrew mentioned the Project Wayfinder Belonging curriculum seems well-poised to address that. And so that's something that we have been exploring. We've also gathered input from various other constituency groups in the community, including focus groups of students, parent association meetings, and in-house surveys that we've created. Next slide, please. I think we've talked a lot about the different types of activities that we do in different settings, but just to mention some of them, some that I've worked with myself, I think one of the messages we'd like to get across today is so many things that you might be familiar with doing in person can, with appropriate modification, be done effectively online. It always is a good idea to think ahead about how this might go and how you might need to modify things. But here's a long list of mindfulness-based activities that we've found work well online and, again, maybe things that you've experienced either in person or online. And so that's one list of examples. And just as an example lesson, something a little bit more fleshed out that we might use, say, in a counseling workshop, here's a sequence of steps or activity steps that we might go through with students in a growth-mindset workshop. I think Pat mentioned doing something like this with our middle school students, exploring the concept with students, asking them to share their reactions. That could be done, say, in breakout rooms or in a whole group. If the group is small enough, giving students a quiz to locate their own position on a continuum of fixed mindset, a growth mindset,

and then perhaps sharing that either anonymously or otherwise, and then having students do some kind of live work in the workshop and something that they could then take away. Next slide, please. Just to show some of the online worksheets that we've worked on, I had students work in this kind of-- in this kind of workshop. And let's go on to the next slide. So, again, the point here is that many lessons, whether they might be delivered by counselors or delivered in other formats, could be done online either individually or in a group setting. Students can be asked to share by writing on a slide or typing on a slide. Of course, they can speak on microphone or optionally with video, if that's appropriate. They could share and text chat. And also, we do find that breakout rooms are very helpful. If we have a large group of students, it can really help all students to feel heard and feel like they have a chance to participate if we break them up into groups of two or three where they're going to be working together, sharing with each other, and then perhaps, coming back into the large group to share what they've learned during that process. So, let's see. I think, at this point then, if we have time, I will pass it back to Andrew to see if we want to try a short exercise today together.

Andrew Satanapong: Yeah. We've got eight minutes, and we can work with that if we want to have a little bit of fun. Just kind of give you a sample activity here that actually comes from, I guess-- do we want to go ahead and do it, Kathryn? What do you think?

Kathryn Kennedy: Yeah, that works.

Andrew Satanapong: Yeah. All right. Cool. Let's go for it. And this comes from *Designing Your Life*. Earlier, I mentioned that I've run a course based off of the book, as well as using *Creative Confidence*. If you're not familiar with that, but I usually use those two texts. But this one comes directly from *Designing Your Life*, and you can actually download this activity from *Designing Your Life*. And so, what I want you to do, and I really want you just to do it, I'm going to do it myself because I love doing a check-in. And I just found a little napkin that I have on my desk, so I'll do it on that. So just something to write down. If you want to do it on your computer, that's totally fine. But really, I want you to go ahead and just create this dashboard as they call it. And really, just look into these four things, these four areas of your life: love, play, work, and health. And I want you to just mark your dashboard as it currently exists. And try not to worry too much about like, "What do you mean by love?" or "what do you mean by play?" Just whatever it means to you. I want you to go ahead and do that. So normally, I would play some music while we do this, but for time's sake, let's just go into this. I'll give you about 30 seconds. You might feel rushed, and that's okay.

All right. So hopefully you've been able to just color in that meter, kind of like a gas gauge as you might want to call it or whatever it may mean. Go ahead and feel free to keep finishing that. And while you just take a quick 20-second, what do you notice? This is my dashboard that I created prior to this presentation. Let me see. How does it feel right now? Yeah. That's actually fairly accurate. But just look at your dashboard. What do you notice? And so, I want you to ask yourself this question, if you could make one incremental change, what would it be? And then go ahead and redraw your improved dashboard. Here, for simplicity's sake, I just kind of colored in a little bit more. I love to play. But I'd probably say, it's pretty accurate right now

that I'm not playing with time. And so, for me, I would love to just make my play a little bit. And this keyword, incremental, just a small change. I think we might have a tendency to like, "Well, I want to feel full in every area of my life." And I mean, that might be great, but that might not necessarily be the goal. Probably, if you were feeling full in every area of your life, you probably be pretty exhausted. So, the idea is, again, an incremental change. What space would you want to maybe improve? And so, in considering this space, really think about quickly reflect. What would you get if you could obtain this revised level of balance? How would your life really-- how would it change for you if you had this incremental change that you were able to put into place? And then this final prompt, and I really hope you-- even if you kind of are like, "Well, I don't know," I really hope you take this-- pretty straightforward, pretty simple, and that's why I really like doing this dashboard activity. Hopefully, you do this offline and really complete this and really think about, what incremental change could you make to move in this direction? So, for me, what change could I make to just move towards that 50% play where I felt like 50% full in play. 100%, I mean, I don't know. That seems just too far off, but how could I just bump that up a little bit? And then what would I need to do to make that happen for one week? Not for the rest of time, just for the next week, what can I do to really kind of bump up this area of my life that is really important to me? And so, I'll quickly stop the share. And I know I've been talking kind of quickly. What I just shared with you, I've done in classroom setting, also done this in my individual counseling session. And so, I think you can really do it and hopefully you can see the different ways you could do it online and also spur conversation. And so, I had students sharing their dashboards. What are some ideas? We've also had brainstorming sessions on like, "Okay, how could--?" In my case, it'd be, "Okay, what are some ideas you have about increasing play in your life? What would it take?" And so, again, a lot of the things that we do, I think, are to try and increase that connection and that relationship-building piece while also learning a skill, obviously, for the individual person.

And so, we only have two minutes so I won't go into the full thing where I ask you like, "Oh, so what are you going to do?" And it kind of gets cool because then you can inspire each other in terms of what you do or what you may do. And you might have accountability buddies. So, if Greg shares that he wants to do X and I share I'm going to do this other thing, you can say, "Hey, let's catch up in a week and see where you're at," right? And that can be done in an online setting. And that's what we have done in the past so kind of leave it at that, and so I don't just keep popping in and out of my share screen. But if you have questions about anything we talked about, I know we threw a lot at you, you can always reach out to us at ohscounseling@Stanford.edu. Greg, if you're there-- yeah, thank you, already doing it. And yeah, one minute for questions. Let's go.

Kathryn Kennedy: I know that there were a bunch of resources that you added to the preparation document. So, is it okay if I share those on the landing page for the webinar?

Greg: Absolutely. Yes, that would be wonderful. Yeah, I think those would be places to learn more about a lot of the things that we've talked about today.

Kathryn Kennedy: Okay, perfect. Well, if there are no questions, I just wanted to give a huge round of applause to Andrew, Greg, and Pat. Thank you all so much for sharing all of the things that you're doing to support your teachers and students and caregivers. We're just grateful to have your examples to share for others to learn by. And if you do want to get in contact with them, they have their email address here, ohscounseling@Stanford.edu. We'll be posting this recording on the landing page on our website, wellforedu.org. And you're welcome to share it with anybody who you feel would benefit from it. There's our web address and we look forward to seeing you all again soon for another webinar. Enjoy the rest of your day.

Patricia Freitas: Thank you. Bye, everyone.