

Recharging and Preparing - Teacher Well-being

Regional English Language Officer
(RELO)

About me


- ★ Teacher
 - ★ Administrator
 - ★ Traveler
 - ★ Long-life Learner
 - ★ Regional English
Language Officer - RELO
-

Goals

- Recognize the importance of teachers well-being and explore ideas to recharge for the academic year.
- Self-assess well-being and identify strategies to integrate into daily life.
- Use and practice techniques & tools to enhance well-being.
- Take a moment to reset.
- Explore free resources for teachers.



Warm Up - Arrival Practice



If how you are feeling today could be represented by a color – what color are you feeling like right now?

For example:

- *green for happy*
- *red for excited*
- *yellow for stressed*



Let's talk about teaching in today's classrooms

What do you see happening?



Is this your classroom/your school situation?



Overcrowded
Classrooms

Covering classes
when others are
absent



Long hours of
work (you even
bring work home)



Expectations from
administrators (to
make sure all
students learn)



Meetings and
meetings

Is this your classroom/your school situation?



Helicopter Parents
Uncooperative
Parents

Indifferent Parents



Lack of discipline
and students who
aren't motivated



Students with
learning
disabilities



Changing
curriculum and
assessments

Reflect: Gratitude List

*Write it down,
acknowledge it,
appreciate it and
celebrate it - Keep
doing it!*

What is working in your career?

What are you proud of at work?

Where are you thriving?

What is an accomplishment you
want to celebrate?

(Idea: ABCs of Gratitude)

Reset

*Write it down,
acknowledge it,
reduce it or stop it
(if possible).*

What is not working right now professionally?

What is holding you down at work?

What is keeping you from succeeding?

Renew

*Write it down,
prioritize it, and
organize it.*

What do you want to start doing as a teacher/educator/professional?

What can you change/control?

What would support your wellbeing as you plan for the next school year?

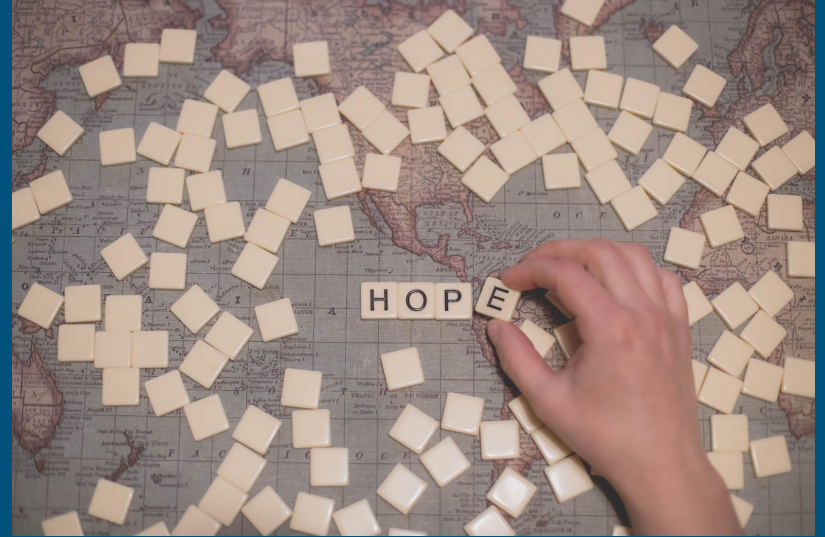
Strategies

Start Small And

Keep It Simple

SSAKIS

Hope Matters

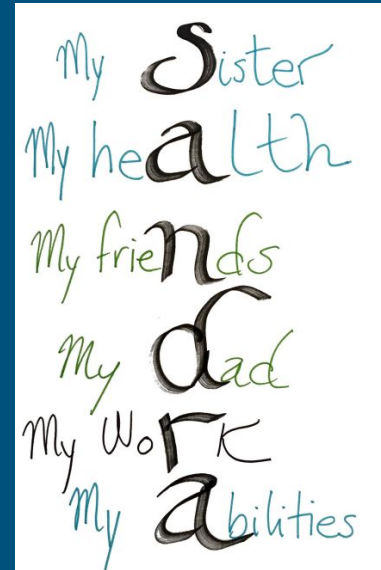


Practice Gratitude *(with yourself, with your students, with your school community)*

- Journal
- Gratitude Tree
- Appreciation, Aha, Apology
- Gratitude Garland
- Gratitude Jar
- Gratitude Game

Grateful Name

- Write your name vertically in the center of a paper.
- Use each letter to write something you are thankful for, you can use the letters of your name in any position.



Mindset: Checking in and self-talk

- We have about seventy thousand thoughts per day
(Laboratory of Neuroimaging at the University of Southern California)
 - Take a moment to reflect on the self-talk you might experience.
 - Take a deep breath and think:
 - Is it useful?
 - Is it truthful?
 - Is it realistic?
 - Talk to yourself as you would to a friend, a colleague, or even one of your students who is struggling.
-

Mindful Practices

Breathing (Starfish breathing -
hand)

Support system drawing: A flower



Photo by [Max van den Oetelaar](#) on [Unsplash](#)

Weather Report Check-In

Mindful Practices



Why is teacher wellbeing crucial?

I have come to a frightening conclusion.

I am the decisive element in the classroom. It is my personal approach that creates the climate.

It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized. - Haim Ginnot

Healthy Mind Platter



Photo by [That's Her Business](#) on [Unsplash](#)

“Healthy Mind Platter. This platter has seven essential mental activities necessary for optimum mental health in daily life. These seven daily activities make up the full set of ‘mental nutrients’ that your brain needs to function at its best.” David Rock and Daniel Siegel

<https://www.psychologytoday.com/gb/blog/your-brain-work/201106/announcing-the-healthy-mind-platter>

Healthy Mind Platter (From Psychology Today)

Focus Time. Focus on tasks in a goal-oriented way, taking on challenges that make deep connections in the brain.

Play Time. When we allow ourselves to be spontaneous or creative, which helps make new connections in the brain.

Connecting Time. When we connect with other people, ideally in person, or take time to appreciate our connection to the natural world around us.

Physical Time. When we move our bodies, aerobically if medically possible, which strengthens the brain in many ways.

Time In. When we quietly reflect internally, focusing on sensations, images, feelings and thoughts, helping to better integrate the brain.

Down Time. When we are non-focused, without any specific goal, and let our mind wander or simply relax, which helps our brain recharge.

Sleep Time. When we give the brain the rest it needs to consolidate learning and recover from the experiences of the day.

Recharging

Rest

Learn

Plan



Professional Development

Always a learner - get inspired
and inspire others

Regional English Language Office -
Resources for Professional
Development

Webinars

Unlimited
participants



1-hour sessions;
6 sessions per series



Live event



Questions and answers via chat
and comments



Digital badge for each session;
RELO-issued certificate for
attending 4 of 6 sessions

MOOC

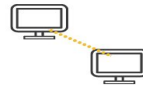
Unlimited number of
participants per course



5-week course



Self-paced
course



More **self-study**
with **peer-to-peer**
feedback



Digital badge for passing
with 70% or higher; **option**
to print certificate

GOC

25 participants
per course



8-week course



Instructed
course



More **content** and
personalized
feedback



Digital badge and University-
labeled certificate for passing
with 70% or higher



Online
Professional
English
Network





Webinars

- American English Live offers three series each year of six Facebook Live professional development sessions for English language educators around the world. At the end of each session, participants can complete a short quiz to earn a digital badge. Series events take place every other Wednesday during the series at 8 a.m. and 1 p.m. Eastern Time from Washington, DC.

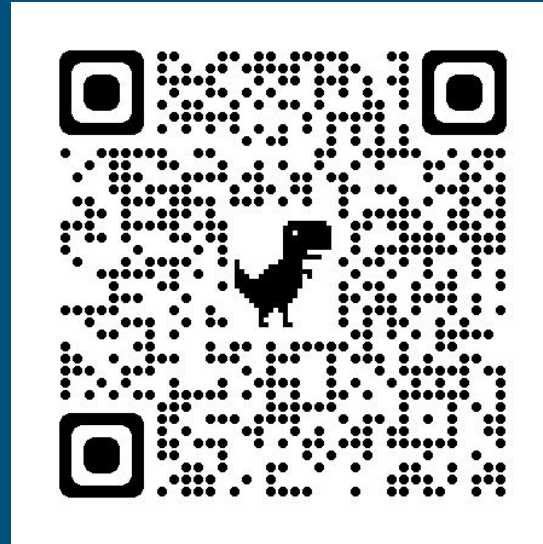


*American
English
Webinars*

GLOBAL ONLINE COURSES (GOCS)

- 8-week courses, 25 participants per course offered four times per year: Fall, Winter, Spring, and Summer. Nominations and eligibility required.
- [Online Professional English Network | OPEN](https://openenglishprograms.org) (openenglishprograms.org)

Online
Professional
English
Network
OPEN





*Massive Open
Online Courses*

MOOCs

- The OPEN Program offers free Massive Open Online Courses (MOOCs), which are open to an unlimited number of participants. Some MOOCs are 5 weeks, and some are longer. They can be self-paced or facilitated. They are housed on the Canvas Network.
- Courses have included English for Media Literacy, English for Business and Entrepreneurship, and TESOL Methodology.

MOOCs

MOOCS FOR TEACHERS

- Assessment of English Language Learners
- English for Media Literacy
- Content-Based Instruction
- TESOL Methods
- English for Tourism Professionals
- Teaching English to Young Learners
- Professional Development for Teacher Trainers
- English as a Medium of Instruction

MOOCS FOR ENGLISH LANGUAGE LEARNERS

- English for Media Literacy
- English for Journalism
- English for Business Entrepreneurship
- English for Career Development
- English for Science, Technology, Engineering, and Math



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AE TEACHER'S CORNER



Teacher's Corner

In this month's Teacher's Corner, we look at several new literacies: instant messaging, comics and graphic novels, short-form videos, and podcasting.

[Read more](#)

Would You Rather... Why?



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Would You Rather... Why?

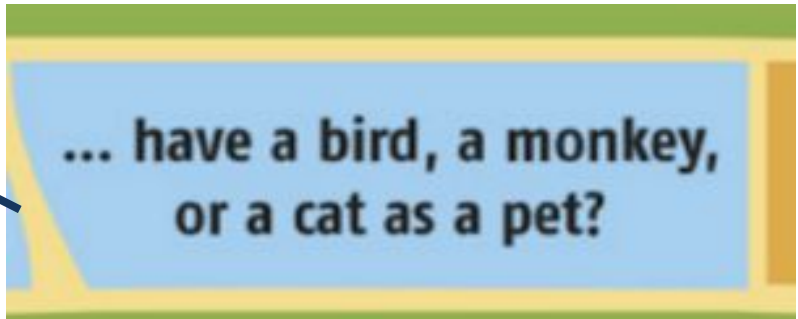
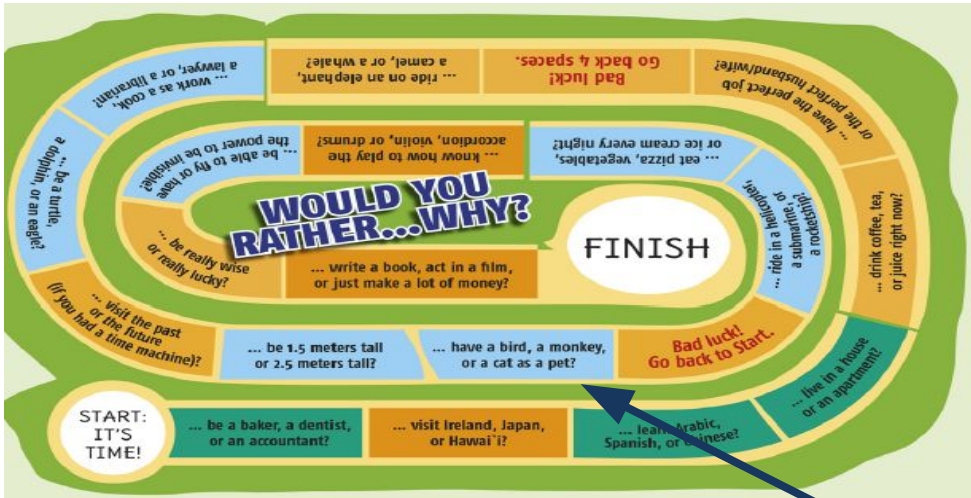


... be a baker, a dentist, or an accountant?

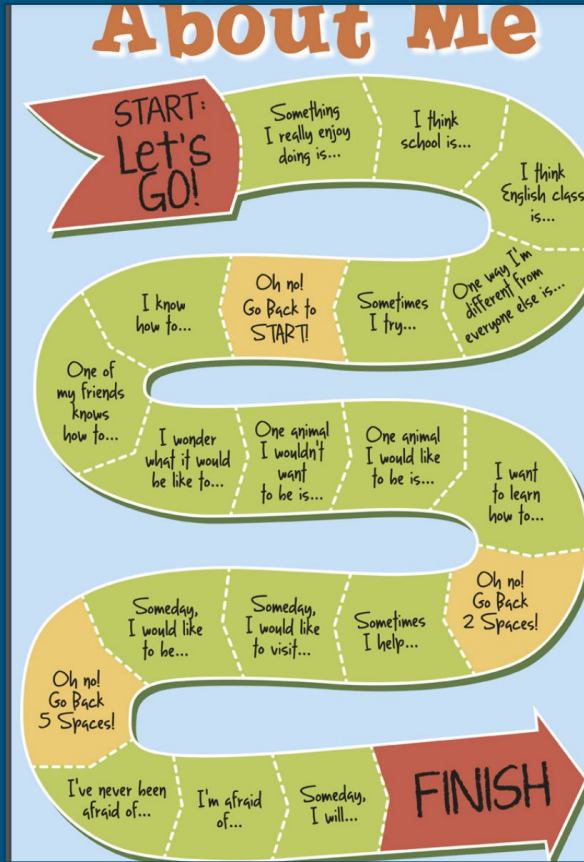


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Would You Rather... Why?

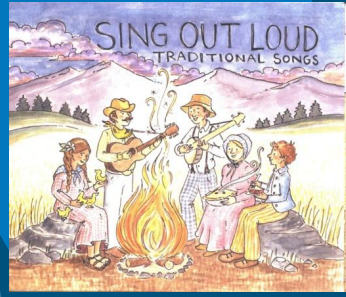
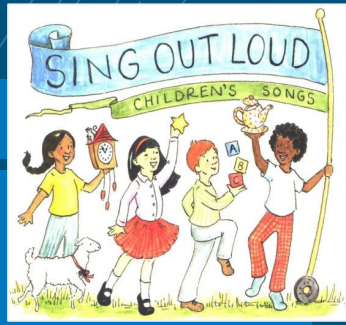


Many more games. For example:





Sing Out Loud



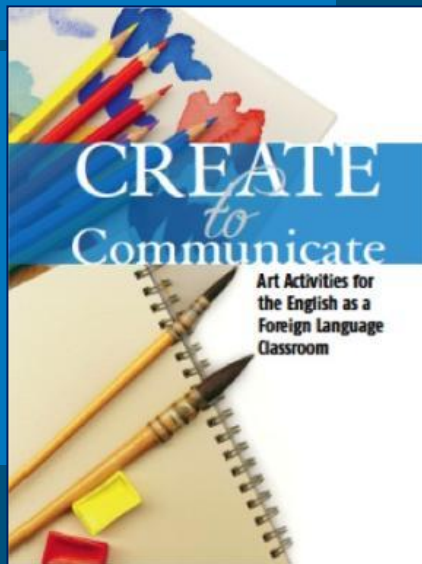
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Download free music and lesson plans
americanenglish.state.gov

Create to Communicate

Art Activities for the English as a Foreign Language Classroom



LESSON 5

SHAPES AND SYMBOLS

"I Spy" Inkblot

Fluency development using classroom vocabulary and descriptive adjectives



Objective: Students will describe what they see in an inkblot using descriptive adjectives.

Level: Beginner

Materials: Paper, pencils. Optional: paint, crayons, colored pencils, or markers.

Teacher Preparation: Practice making an inkblot with available materials before doing the activity with students.

Art Options: Paper, pencil, any medium that absorbs into paper and can be used to create an inkblot (e.g., coffee, tea, juice, or paint), newspaper, cloth or paper towels (for cleanup).

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- Webinars
- Massive Open Online Courses (MOOCs)
- Other Resources
- English Club Texts and Materials
- Teacher's Corner
- Comics for Language Learning
- Online Professional English Network (OPEN)

Webinars, creative classroom ideas, and materials.

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or Browse by Category





OTHER RESOURCES

Browse other resources such as webinars, creative classroom ideas, and other professional development materials.

SEARCH OUR RESOURCES

Enter a Keyword

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RESOURCES AND MANUALS FOR TEACHERS AND OTHER PROFESSIONALS

Browse information and guidance on teaching and learning resources, developing learning centers, and improving professional communication skills.



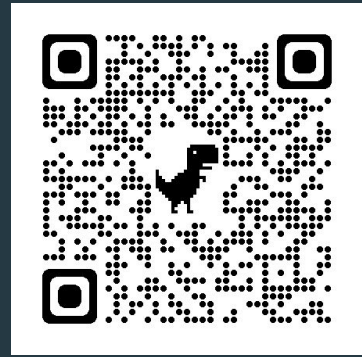
SHAPING THE WAY WE TEACH ENGLISH MATERIALS

Browse our most recent webinar series.



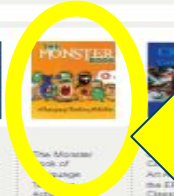
CREATIVE IDEAS

Browse some creative activities and ideas for teaching English.



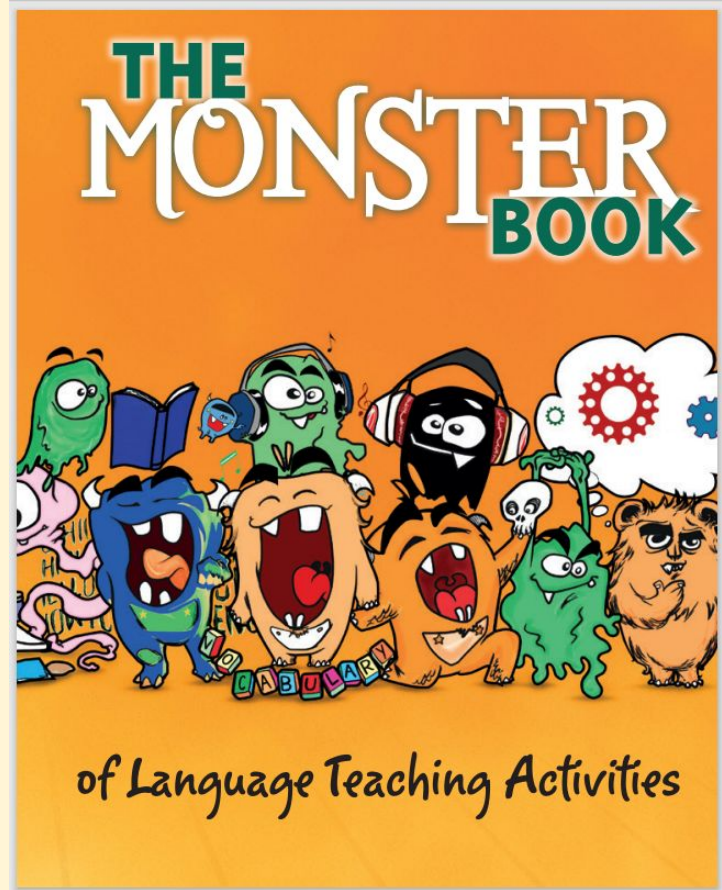
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The Monster Book of Language Teaching Activities



The Monster Book of Language Teaching Activities

The Monster Book is a collection of over 150 activities intended to liven up the language classroom, engage students in learning, and give instructors straightforward, active options for practicing the four skills and tapping into other elements of language such as grammar, vocabulary, critical thinking, and culture.

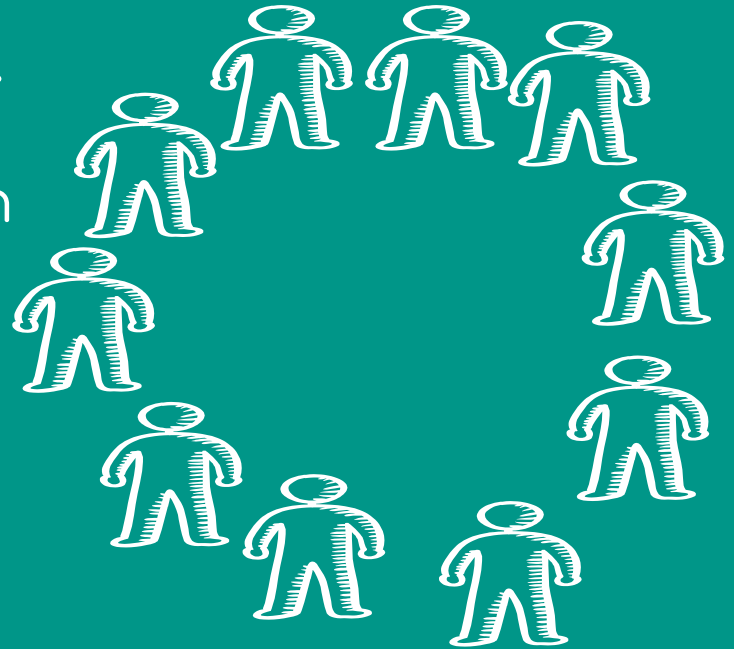


Move As If - page 87

This activity includes a lot of TPR. This is a listening activity that does not require any preparation and can serve as a vocabulary review exercise.

When to use it:

- To check students' comprehension of vocabulary
- To give students a kinesthetic activity
- To provide a brain break



Emotional Choral Reading Page 93

Emotional Choral Reading takes a typical language learning activity such as reading a dialogue as a group and gives it a nice twist to add meaning and create connections.



When to Use it:

- To make it a routine dialogue or sentence drill more engaging
- To provide alternate ways of practicing speaking

Emotional Choral Reading

DIALOG 15

Asking Directions

Street noises

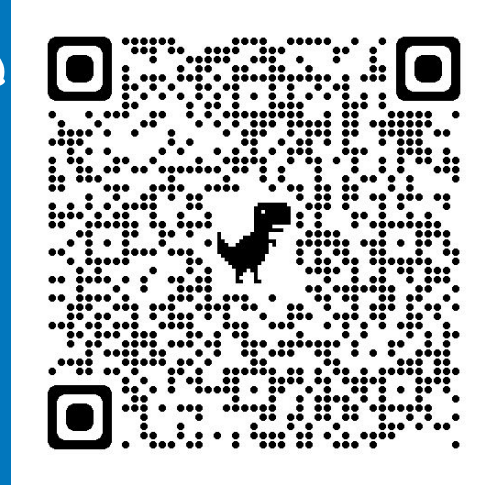
Marilyn: Excuse Me. Could you tell me which way Dobson's bookstore is?

Nancy: Yes, it's that way. You go two blocks, then turn left. It's on the corner opposite the post office.

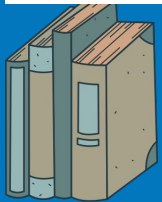
Marilyn: Thanks I've only been in town a few days, so I really don't know my way around yet.

Nancy: Oh, I know how you feel. We moved here a year ago, and I still don't know where everything is.

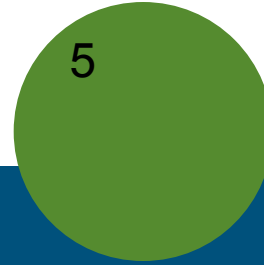
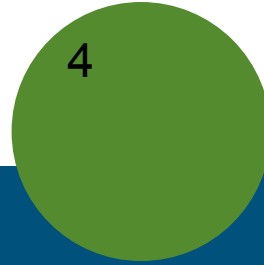
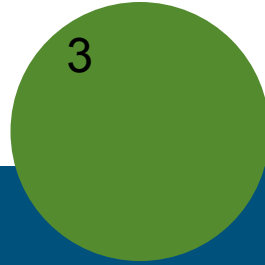
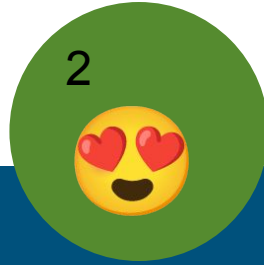
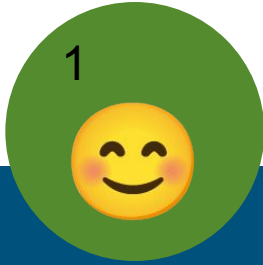
Frustration
Calm
Shock
Embarrassment
Fear



https://americanenglish.state.gov/files/ae/resource_files/dialogs_for_everyday_use_508.pdf



Emoji Reflection



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