

# New Adult SEL Strategies from Panorama's Playbook

Access strategies from Panorama's [expert SEL curriculum partners](#).



# About Panorama's Playbook

**Panorama's Playbook** is an online professional learning library of evidence-based and research-backed social-emotional learning (SEL) interventions available to Panorama customers. Playbook includes resources from [expert organizations](#) vetted by Panorama's team for CASEL alignment, use of culturally and developmentally appropriate content, representation (and elevation) of equity, and research backing. Playbook assists school leaders and educators with low-lift, actionable strategies to act on their Panorama student and adult SEL data.

**In this resource, you'll gain access to four new strategies from Panorama's Playbook focused on building adult capacity for SEL, self-care, and fostering overall well-being.** To learn more about Panorama for Social-Emotional Learning and Playbook, [please visit this link](#).

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# Strategy #1: Resilience Meditation

via *The Rooted School*



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## **GOAL:**

Building strength and resilience can help you deal with the stress of teaching and managing a classroom. This mindful activity aims to help you become aware of biases and provides a mindful self-awareness meditation that combines self-resilience and positive self-talk to help decrease negativity bias.

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## **INTRODUCTION:**

Building strength and resilience can help you deal with the stress of teaching and managing a classroom. Believing that you can ‘bounce back’ or figure out issues goes a long way in supporting mental health.

You can try this meditation once a day or as often as needed to boost your overall resilience.

## **STEP-BY-STEP TECHNIQUE:**

1. Find a quiet space to sit or lay down. Place your palms face-up on your lap. Close your eyes if it feels comfortable, and begin to breathe deeply, connecting with your breath.
  2. Begin to tap your fingers together, starting with your thumb and pointer, then thumb and middle, and so forth. Take a breath with each tap.
  3. When you are ready, begin tapping on the breath in, and with the breath out, mentally or out loud, say: “**I HAVE \_\_\_\_\_**” and insert something that you have as a support in your life. (For example: I have co-workers that care for me. I have a healthy body. I have a kind heart. I have the ability to change the situation.) Continue until you have tapped to the pinky finger.
  4. For the next round, shift to “**I CAN**” statements. Continue tapping on the breath in, and with the breath out, express things you can do. (For example: I can choose to answer others with kindness. I can ask for help if needed. I can ask for a moment to formulate my thoughts.) Again, continue until you have tapped your thumb to the pinky finger.
  5. Finally, repeat with the word **I AM**, tapping on the breath in, and with the breath out, express positive or productive words that support who you are. (For example: I am strong enough to get through this. I am smart enough to figure this out. I am able to change my thoughts or mindset on this subject.) Tap until you reach the pinky finger.
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### **About The Rooted School**

The mission of The Rooted School is to partner with schools and communities to make mindful social-emotional skills and brain-boosting techniques a part of everyday life as a way to increase academic potential, self-awareness, and resiliency. The Rooted School offers SEL curriculum, a school employee wellness program, and resources for building a stronger home-school connection. Click [here](#) to learn more.

# Strategy #2: Unpacking Educator Identity

via FuelEd 

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## **GOAL:**

Everyday, educators build relationships with dozens of staff, students, and parents, wearing just as many different hats as coach, parent-figure, counselor, leader, and more. In this activity, learn about the four styles of building relationships (also known as “attachment styles”) and strengthen the way you create relationships while fostering a culture of change in your classroom and school.

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## **MATERIALS:**

For this exercise, educators can engage independently or with a group. [Click here to download the facilitation guide.](#)

## **INTRODUCTION:**

Relationships drive learning and yet how much do we really know about our own styles of building relationships, as people and as educators? This exercise will share the science-backed research on relationship styles, also known as attachment styles, so that you can begin to understand yourself and others more.

## **WHAT IS AN ATTACHMENT STYLE?**

Attachment styles describe the way we build relationships throughout our lives. The way we relate to both children and adults (i.e. our attachment style) is a manifestation of whether we learned in our earliest childhood relationships to trust others and trust ourselves. While attachment styles are malleable throughout the lifespan, they are predominantly shaped by our earliest relationships with parents or caregivers. When we have secure early relationships with caregivers, we develop a secure attachment style. When we have insecure early relationships with caregivers, we develop an insecure attachment style. While there are two categories of attachment styles (called Secure Attachment and Insecure Attachment), there are actually four distinct styles.

One of these four attachment styles is called secure attachment, and the other three are different types of insecure attachment styles that result from different kinds of early insecure relationships. These insecure attachment styles are called:

- Anxious attachment
  - Avoidant attachment
  - Disorganized attachment
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### **About FuelEd**

FuelEd a gap in educator preparation and development by equipping educators with the social and emotional competencies essential for building relationships in schools. Their mission is to develop emotionally-intelligent educators who build relationship-driven schools. Click [here](#) to learn more.

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via FuelEd 

## **ATTACHMENT STYLES IN CHILDREN:**

On page 1 of the [facilitation guide](#), you will see a description of how each attachment style manifests in students. Take a few minutes to review this, then turn to a partner and share about one student that you recognize from one of the described attachment styles. Reflect using the following questions:

- How did you know this is your students' attachment style?
- What is your relationship like with this student?

After independent reflection, open up for group discussion using these questions.

## **ATTACHMENT STYLES IN ADULTS:**

Keep in mind, each of these students eventually becomes an adult. On the next page of your guide, you will find a description of how each of these attachment styles manifest in adults. Take a few minutes to review, then turn to a partner and share about one adult (from your personal life or your professional life) that you recognize from one of the attachment styles. Reflect using the following questions:

- How do you know this is his/her/their attachment style?
- What is your relationship like with this person?

After independent reflection, open up for group discussion using these questions. Finally, engage in one more independent and then group discussion using the following questions:

- Which attachment style did you identify as your own?
- How does your attachment style impact the relationships you build?

## **CLOSE OUT:**

Knowing that attachment styles are adaptive responses to early relationships that we carry with us as we engage with the world, you can use this frame when faced with difficult relationships. Even if someone's behavior doesn't make sense to you, remember they are trying to get their needs met in the best way they have learned how. You can use this new knowledge to better understand what a person's actions tell you about their attachment style, their early environment, and their relationship needs - after all: all behavior is a form of communication.

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# Strategy #3: The Power of Empathetic Listening

via FuelEd 

## **GOAL:**

Empathy is the capacity to understand and communicate your understanding of others. Research demonstrates that when teachers and school leaders are more empathic, the positive outcomes are significant. Relationships are more productive and satisfying, the school culture and school leadership is viewed more positively, and employees are happier. In this activity, educators will learn a new way of listening with empathy that they can begin to use with staff, parents, and students. By learning this skill, educators can improve their own ability to implement restorative practices, increase others' self-awareness and independent problem solving, and improve overall school relationships and culture.

## **MATERIALS:**

You will need at least one partner to engage in this activity. [Click here to download the facilitation guide.](#)

## **THE PERSPECTRUM:**

This exercise will enable you to use a powerful tool called the “Perspectrum” to listen to a person’s story through the lens of all the entire spectrum of different parts of their perspective, which includes a person's thoughts, problems, feelings, needs, and values. The Perspectrum will help you track what you are hearing.

## **INSTRUCTIONS:**

Break into groups of two, and with your partner, one person will be the speaker, and one person will be the listener.

- The speaker will share a real problem they are experiencing for THREE MINUTES. It should be something you feel comfortable sharing and something that you can speak about for this length of time.
- The listener’s job is to listen and take notes without responding. While listening, your job will be to document the thoughts, feelings, needs, problems, and values that you hear beneath the words of the speaker. Avoid the urge to respond and focus instead on writing what you hear.
- When the three minutes are up, the listener will share what they heard.

Spend about three minutes here before switching roles and repeating.

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## **PERSPECTRUM CHART:**

To help you organize your listening, create a chart or table and entitle each column with each of these labels:

- Thoughts
- Problems
- Feelings
- Needs
- Values

When you are in the listening role, use this chart to write down what you hear for each part of the spectrum - this will make it a little easier when it is time to deliver feedback. Challenge yourself to find something for each category!

You will have 15 minutes before we bring you all back together, so be sure to split the time evenly (about 6 minutes for each of you) so each person has an opportunity to be the speaker and listener. Use [the guide](#) as a reference for instructions. Any questions before we begin?

## **DISCUSSION:**

The facilitator will open it up for discussion, asking participants what it felt like to be the listener and the speaker. Most will say that, as the listener, it felt good to be heard without being interrupted and to be seen for their underlying feelings, thoughts, and values. Most will say that, as the speaker, it was difficult not to interrupt and to really listen deeply for what is under the words. Many will also say that the chart helped them organize the way they listened. As facilitator, listen to each participant and reflect back understanding of what they say.

## **CLOSE OUT:**

Ask participants how and when they can use this new skill.

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# Strategy #4: Caring Practice

via **CREATE**



## **GOAL:**

This 9-minute mindfulness practice focuses on cultivating compassion to help care for oneself and others.

The goal of this Caring Practice is to generate compassion for yourself and for others. All staff are welcome to this mindfulness practices, regardless of their level of prior experience with mindfulness or yoga practices.

## **HOW IT WORKS:**

This mindfulness practice is developed specifically for educators to use for themselves. Many individuals prefer to listen to this recording in the evening to relax, and some use it when they cannot fall asleep.



[Click here to play a recording](#) of this guided mindfulness exercise.

## **WHY THIS WORKS:**

There is a [large body of research](#) showing that when mindfulness practices focuses on caring or compassion, individual well-being is improved along with one's physiological response to stress.

Evidence-based programs and practices derived from high-quality science is an essential component of nurturing healthy, caring, equitable school communities that support both social and emotional learning along with educator wellness.

### **About CREATE**

CREATE was established in 2018 as a non-profit organization to serve educators with evidence-based programs and practices to nurture healthy, caring, equitable school communities that support social and emotional learning and teacher and principal wellness. Prior to the establishment of CREATE, many years of research and development led to the founding of the CARE and CALM programs. Mark Greenberg, one of the original founders of CASEL, sits on CREATE's Board of Directors. Click [here](#) to learn more.