

# A NEW KIND OF FITNESS



**Strengthening the Social and Emotional Competence and Resiliency of Children and Youth through Social and Emotional Learning: Recent Science and Practical Strategies**

**Kimberly A. Schonert-Reichl, Ph.D. Riverside Secondary School  
October 10th, 2018**

a place of mind



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- @HELP\_UBC

# Shape of the Evening: Agenda

**PART 1:** Introduction to social and emotional learning (SEL) and resiliency: Why now? What now?

**PART 2:** The science behind the need for promoting SEL and resiliency in children and youth.

**PART 3:** Practical strategies for parents/guardians.

**An experiment**



- ❖ **Write down something that happened to you this past week for which you are grateful.**
- ❖ **If you wish to do so, share with another person nearby.**

**Practicing gratitude  
promotes happiness**



# Happiness Influences Learning

- We learn more and retain more information when we are in a positive mood state.
- Happiness is contagious.



# How to promote happiness:

- Practicing gratitude
- Practicing mindfulness
- Performing acts of kindness
- Imagining your best possible self
- Recalling an intensely positive experience

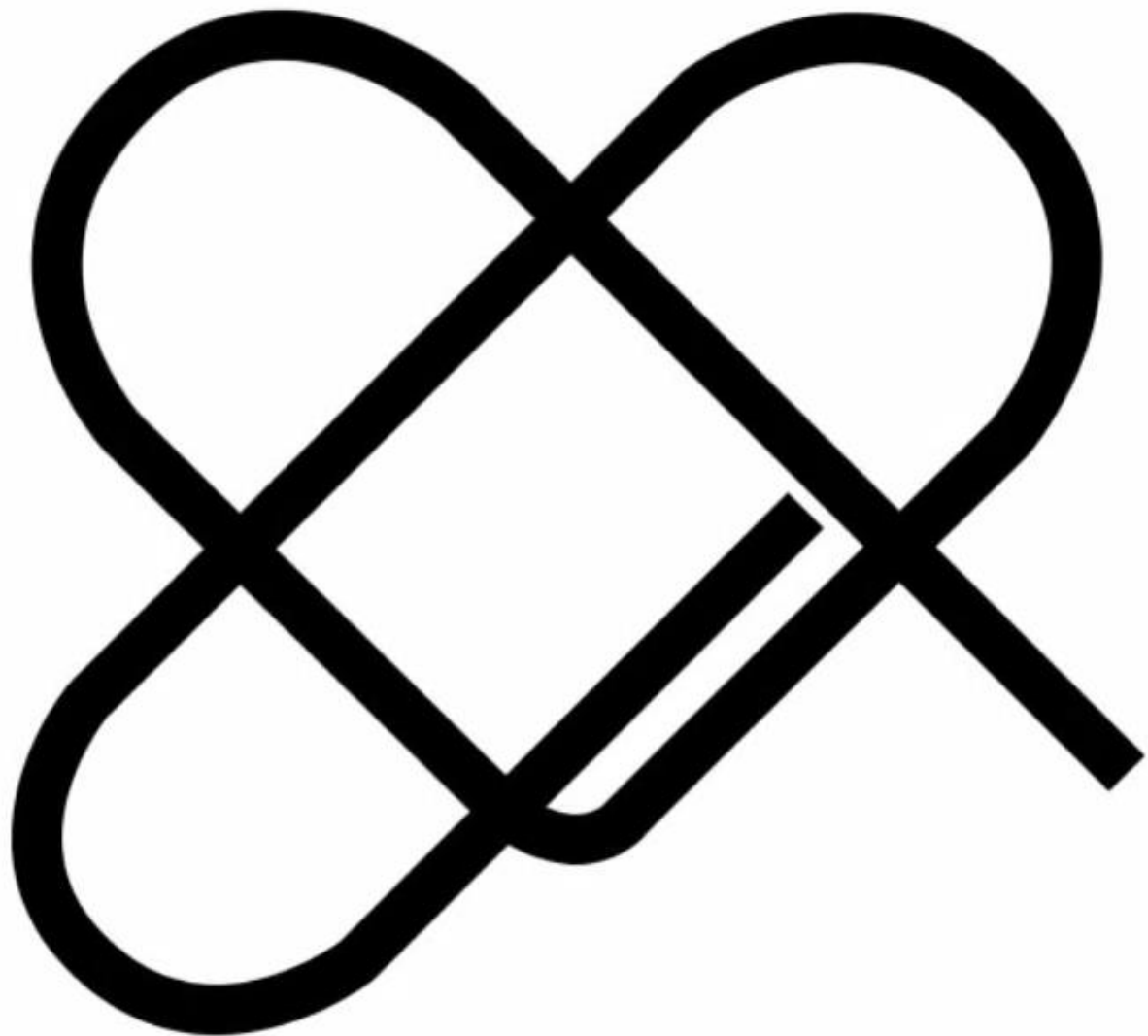


**“Educating the mind without educating  
the heart is no education at all.”**

**– Aristotle**







FOR PEACE+EDUCATION

# Educating the Heart Video

# Heart-Mind Online

[Home](#)[Resources](#)[Heart-Mind Well-being](#)[About](#)[FAQ](#)[Contact](#)

# Educating the Heart

We now know that for children to flourish socially and emotionally, we need to educate both the heart and the mind.

## Find Resources



<http://www.heartmindonline.org>



**Resources for Families**



**Resources for Educators**



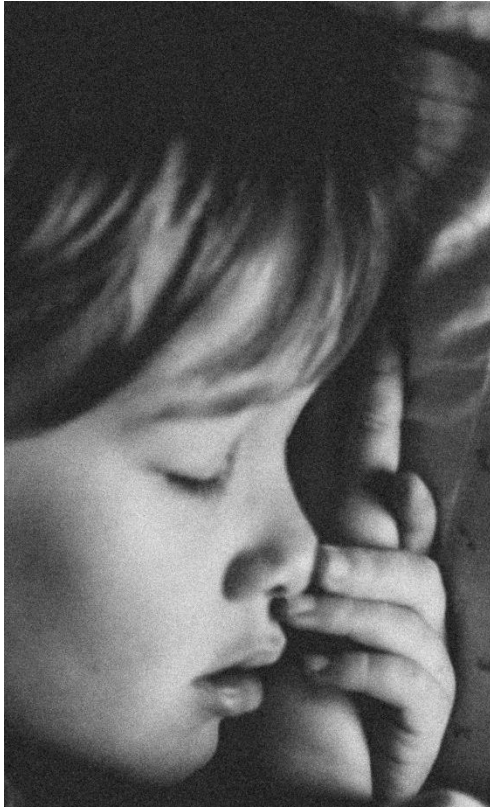


**WHY NOW?**

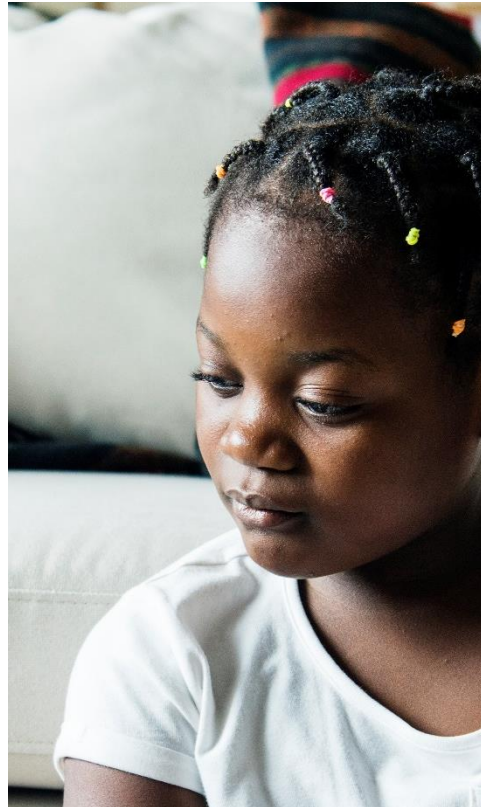
# Changes and Challenges: Risk Factors



**BULLYING**



**SLEEP**



**DECREASED  
EMPATHY**



**MENTAL  
ILLNESS**



**STRESS**



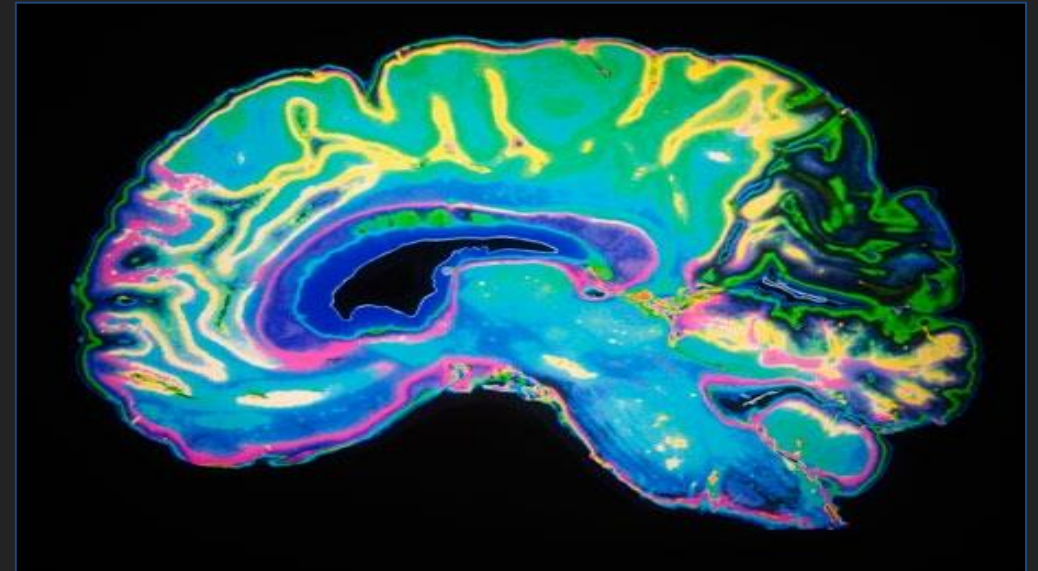
# Stress and Mental Illness



# Stress and Learning

- Early stress may impair the development of self-regulation
- Interferes with learning
- Over time may cause learning and behavior problems
- Especially for children at-risk
- Adult support may be protective

(Blair & Raver, 2012)



A close-up, profile view of a man with a beard and a young girl with blonde hair, both looking towards each other. The man is on the left, and the girl is on the right. The background is blurred, showing what appears to be a playground or outdoor setting.

# STRESS CONTAGION

Milkie & Warner, 2011, Classroom learning environments and the mental health of first grade children *Journal of Health and Social Behavior*.

Oberle & Schonert-Reichl, 2016, Stress contagion in the classroom? The link between classroom teachers' burnout and morning cortisol in elementary school students. *Social Science & Medicine*.



# Sleep loss or deprivation



Obesity & Diabetes

Hypertension &  
cardiovascular disease

Anxiety & Depression

Cognitive functioning

ADHD-like symptoms

(Dahl, 1996; Sadeh et al., 2002; Smalldoen et al., 2007)






**Decreases** in empathy in 14,000 college students  
between 1979 and 2009, especially since 2000  
(Konrath et al., 2011)



# The Culture of Affluence: The Psychological Costs of Material Wealth



Luthar, S. (2003). The culture of affluence: Psychological costs of material wealth. *Child Development*, 74, 1581-1593.

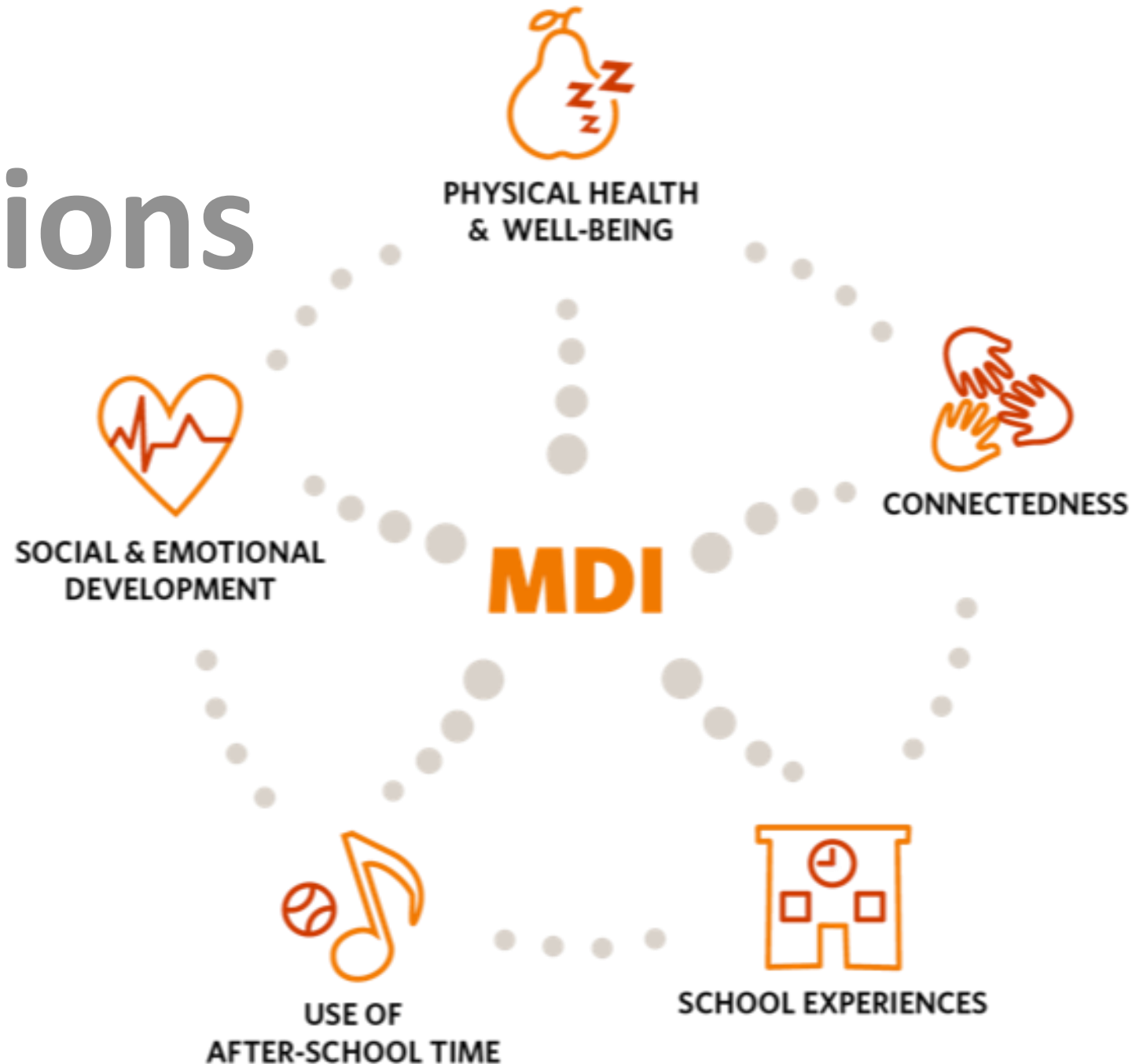
A group of diverse children, including boys and girls of various ethnicities, are smiling and playing in a grassy field. They are looking down at something in their hands, possibly grass or a small object. The background is a soft-focus green field with trees in the distance. The overall mood is happy and positive.

# **Improve Child Well-Being in the Middle Years: The Middle Years Development Instrument**

# MDI

# MDI Dimensions

Measures areas of development strongly linked to well-being, health and academic achievement





A young girl with long brown hair in a braid, wearing a white short-sleeved shirt, is standing in front of a black chalkboard. She is holding a piece of yellow chalk and appears to be drawing. The chalkboard is covered with various colorful chalk drawings, including loops, swirls, and small floral patterns in blue, green, and yellow. The lighting is soft, highlighting the girl's hair and the texture of the chalkboard.

**Multiple Contexts:**  
**Schools**  
**Families**  
**Neighbourhoods**  
**After school time**





# Children's Voices

US Embassy of Canada - Flickr CC Attribution



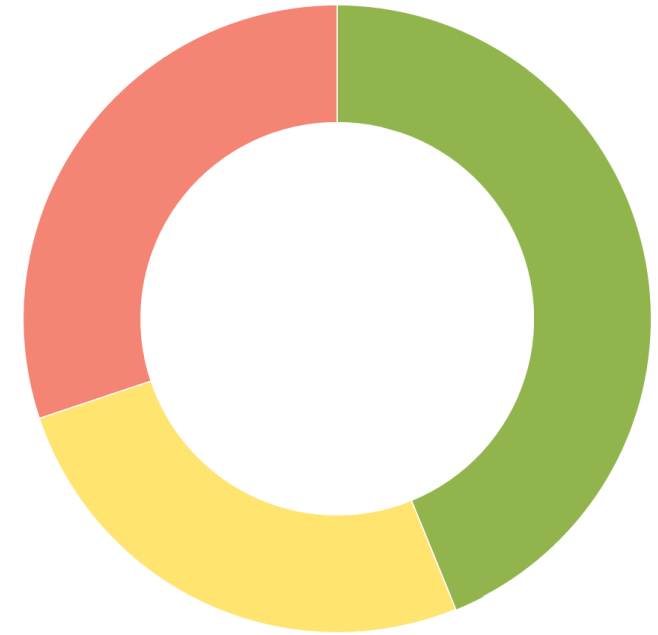
# Measures in the Well-Being Index



**Optimism**  
**Self-Esteem**  
**Happiness**  
**Absence of Sadness**



**General Health**



**WELL-BEING INDEX**



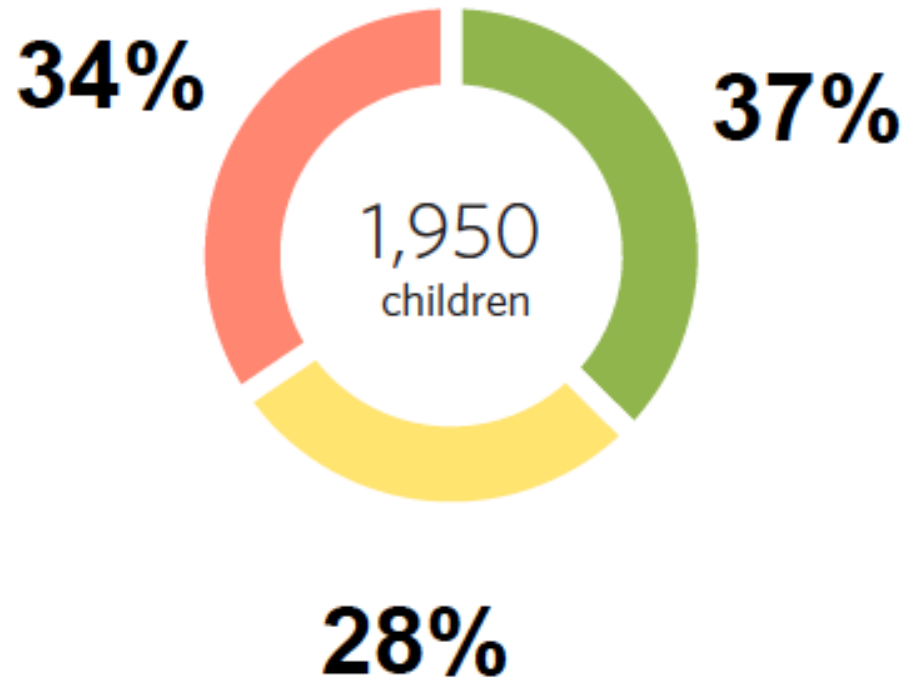


# MDI RESULTS : SD43 2017- 2018 GRADE 7

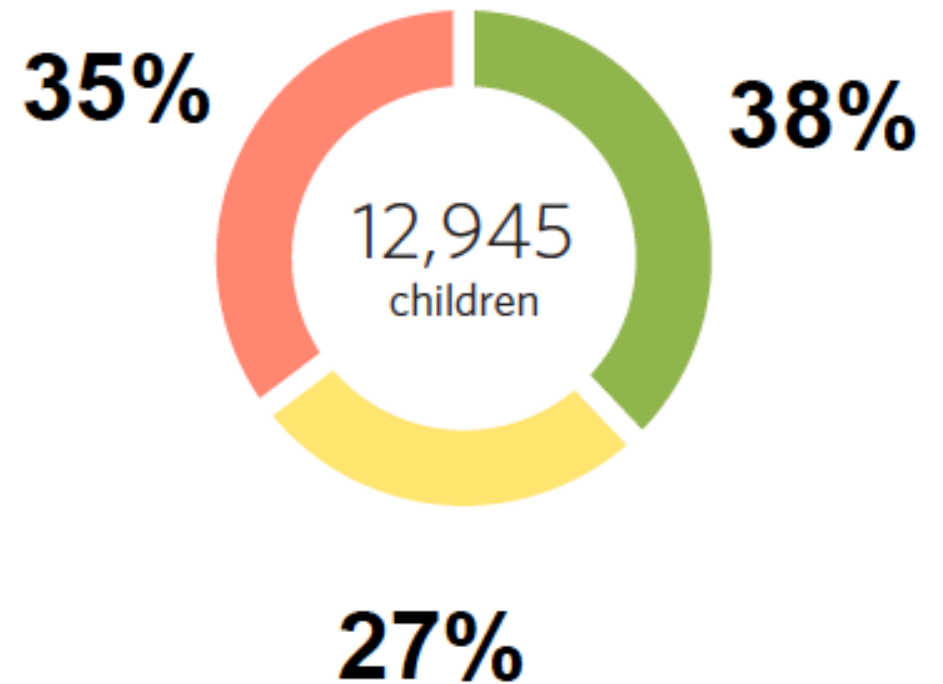


# Grade 7: Well-Being, 2017-2018

Coquitlam (SD43)



All Participating Districts



# Social and Emotional Well-being

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## HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g. "I am happy with my life."

---

55%



29%



16%



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## ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g. "I feel unhappy a lot of the time."

---

54%



29%



17%

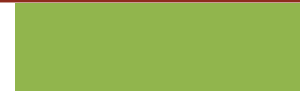


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## ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g. "I worry a lot that other people might not like me."

45%

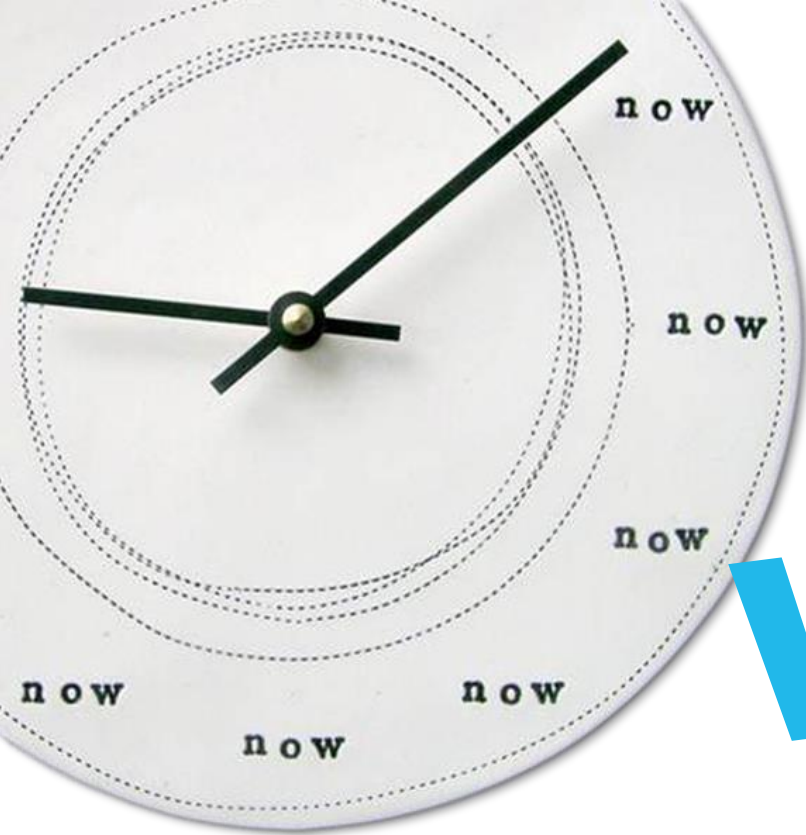


26%



29%



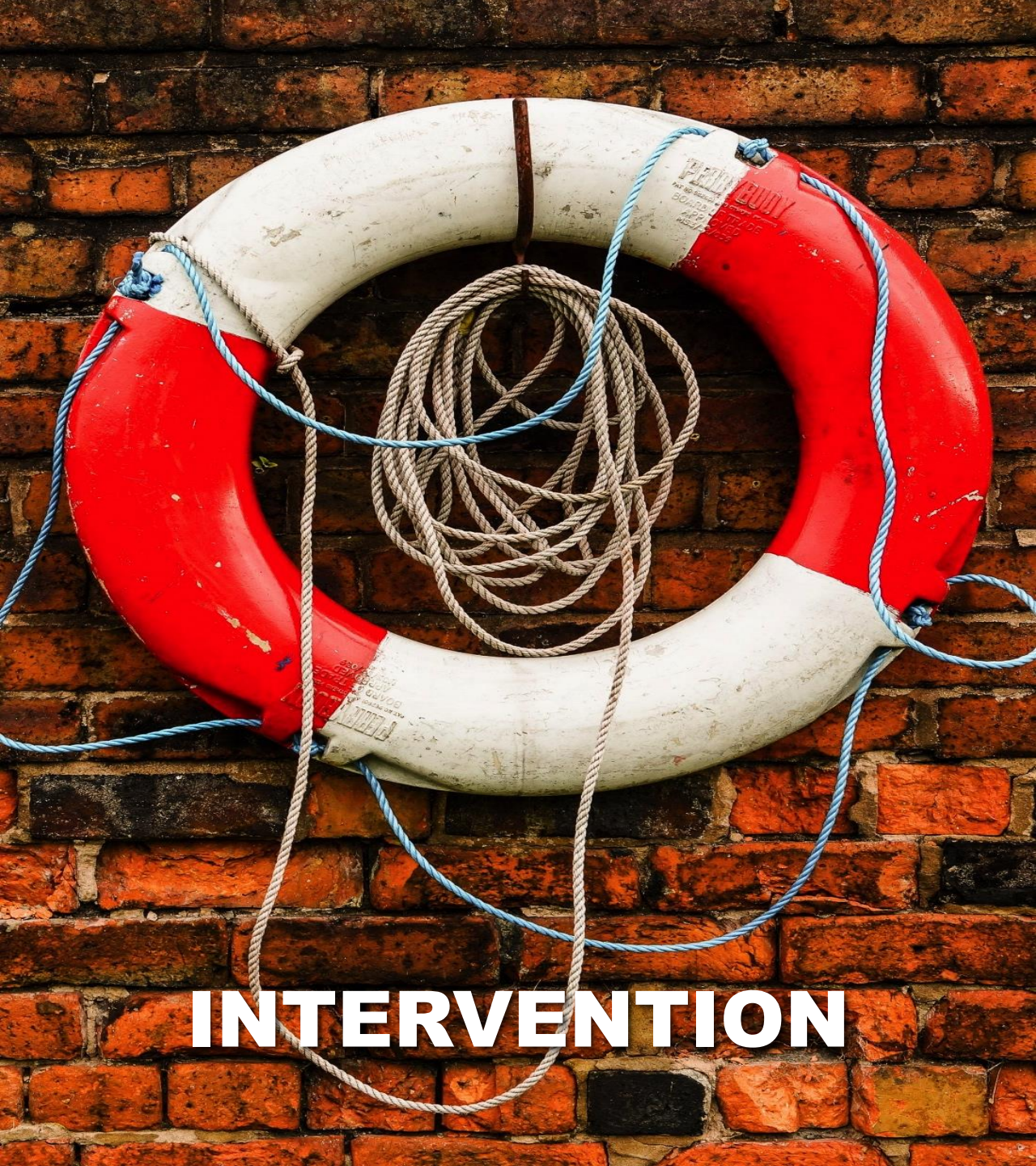


**WHAT  
NOW?**

# ILL-being to WELL-being







**INTERVENTION**

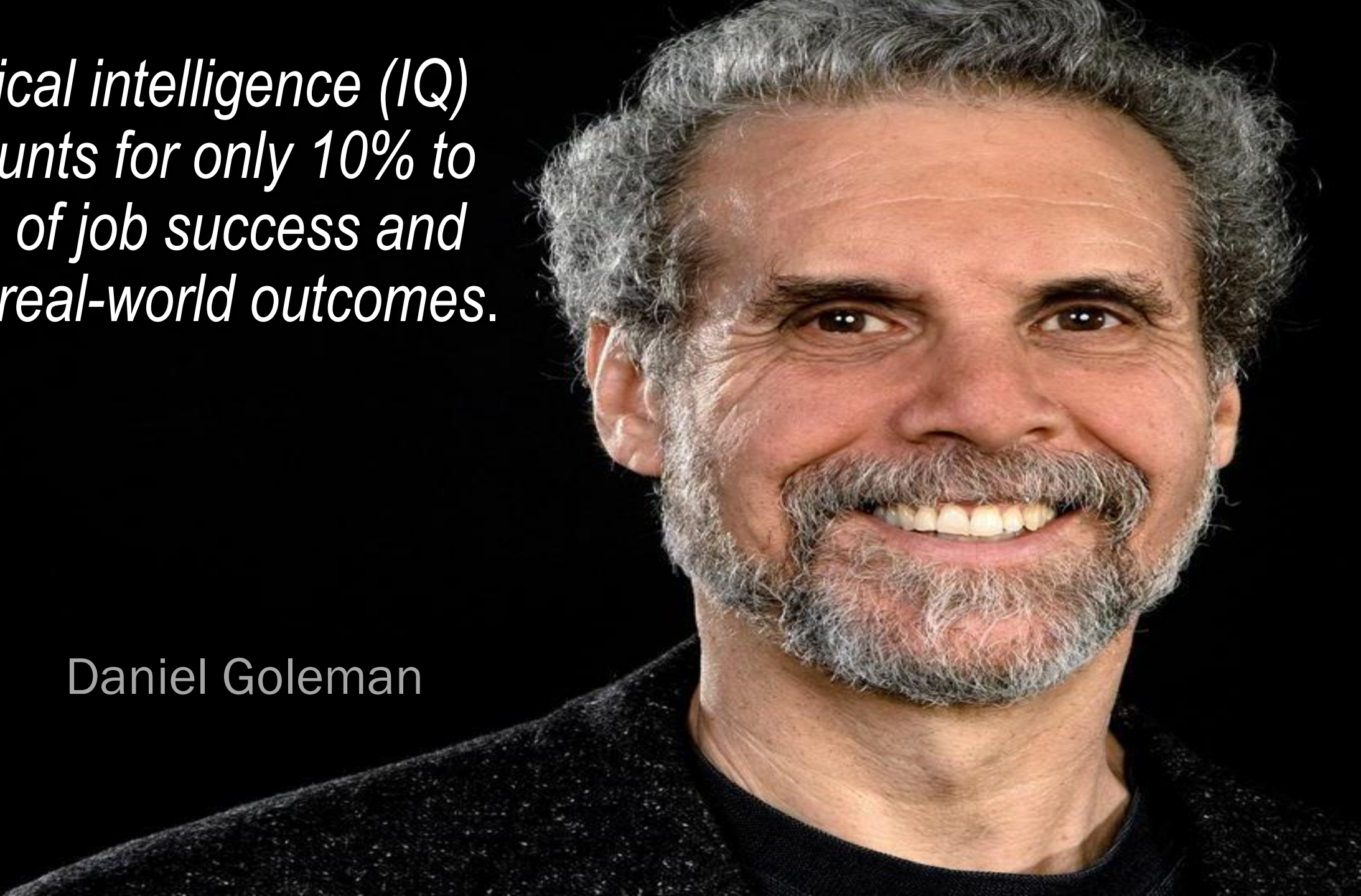


**PREVENTION**



*Analytical intelligence (IQ)  
accounts for only 10% to  
15% of job success and  
other real-world outcomes.*

Daniel Goleman



**C**ollaborative for

**A**cademic,

**S**ocial, and

**E**motional

**L**earning

[www.casel.org](http://www.casel.org)





# **SOCIAL & EMOTIONAL LEARNING (SEL): A Growing Movement**



# Defining Social and Emotional Learning (SEL)

- Social and emotional learning, or SEL, involves the processes through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to
  - understand and manage their emotions,
  - feel and show empathy for others,
  - establish and achieve positive goals,
  - develop and maintain positive relationships, and
  - make responsible decisions



A young girl with blonde hair is captured mid-jump, her body angled towards the left. She is wearing a red tank top under a black long-sleeved shirt and blue jeans. Her right leg is bent and tucked up, while her left leg is extended downwards. Her arms are outstretched, with her right hand near her head and her left hand reaching forward. The background is a clear, bright blue sky with a large, glowing sun in the upper right quadrant, creating a lens flare effect. The overall mood is energetic and positive.

# **Social & Emotional Fitness**



Compassion  
Empathy  
Equality/Equity  
Gratitude  
Human Dignity  
Integrity  
Focusing concentration  
Self-awareness



# 29 Countries

# CANADA





# BRITISH COLUMBIA, CANADA

## New Education Curriculum



### Core Competencies

#### Thinking Competency

Critical thinking

Creative thinking

#### Communication Competency

#### Personal and Social Competency

Positive personal and cultural identity

Personal awareness and responsibility

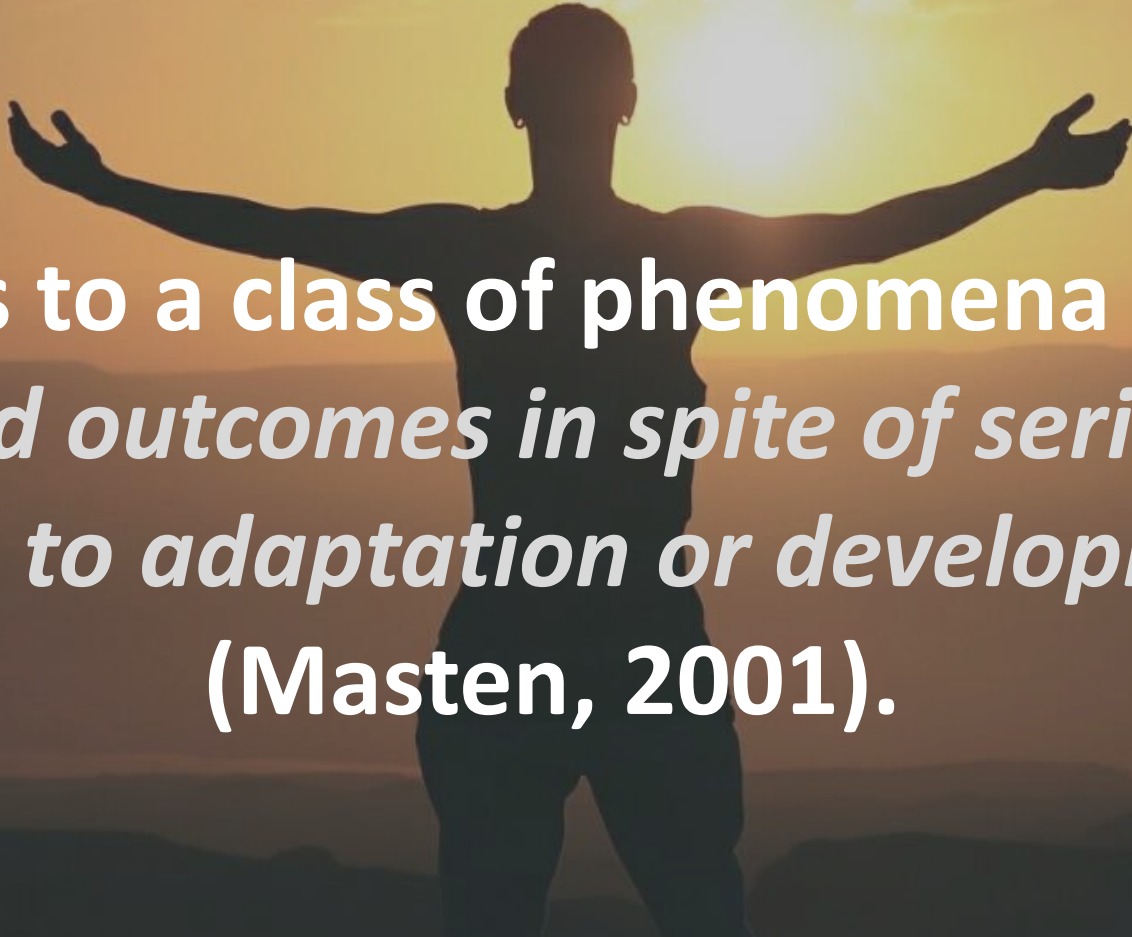
Social responsibility



# The Science of Resiliency



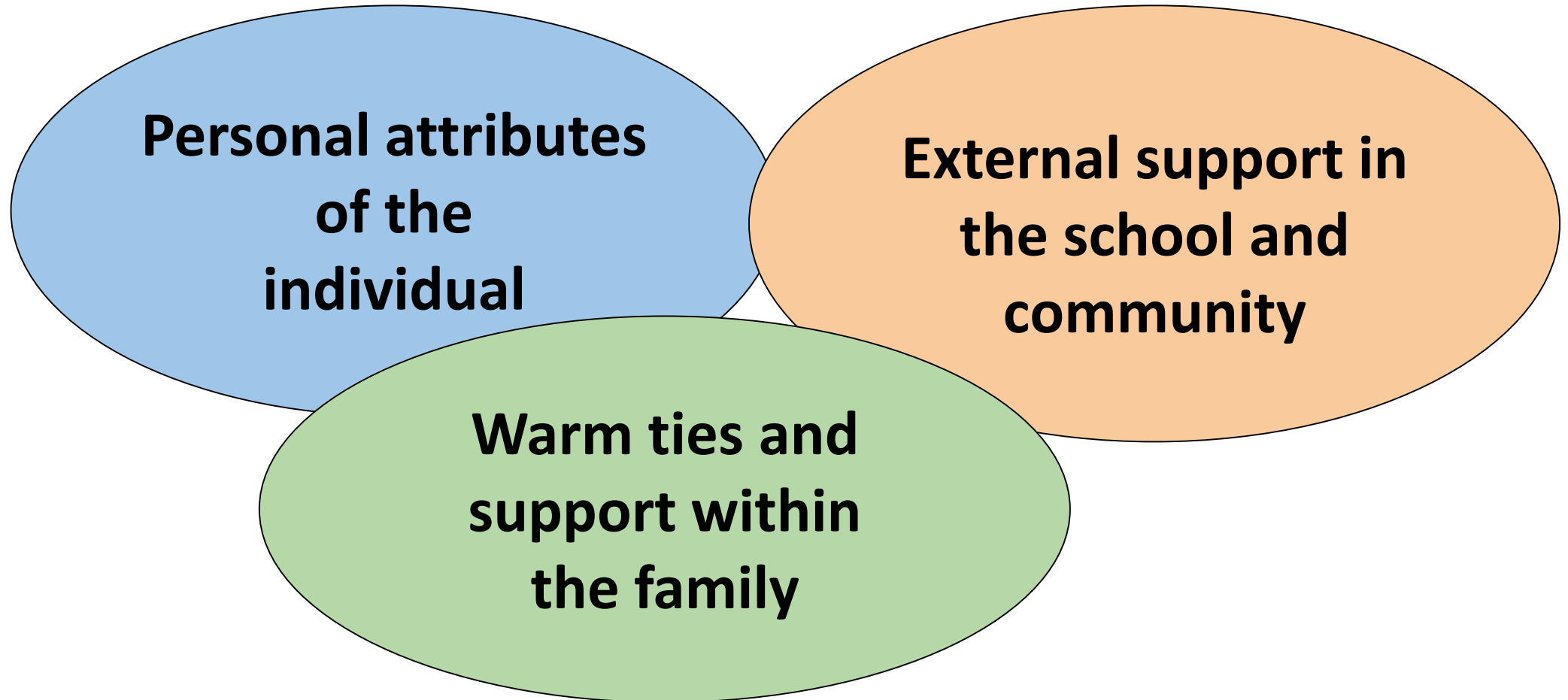
# What is Resilience?

A silhouette of a person standing with their back to the camera, arms outstretched horizontally, facing a bright sunset or sunrise. The sun is a large, glowing orb in the center of the frame, casting a warm, orange and yellow light across the sky and the person's silhouette. The background shows a horizon line with some distant land or hills.

Resilience refers to a class of phenomena characterized by  
*good outcomes in spite of serious  
threats to adaptation or development”*  
(Masten, 2001).

# Protective Factors

**Werner (1989) clustered protective factors into three major categories:**





# The Science Behind Social & Emotional Learning: Top Findings from Recent Research



Finding #1: Social and Emotional Skills  
Predict Important Adult Outcomes





***“Children with strong social skills in kindergarten  
more likely to thrive as adults.”***

**(Jones, Greenberg, & Crowley, 2015)**

# The Study

- Key Research Findings:
- Children with high prosocial skills in kindergarten were more likely to:
  - Graduate from high school
  - Complete a college degree
  - Obtain a full time job
- Children with low prosocial skills in kindergarten were more likely to:
  - Have spent time in juvenile detention
  - Been arrested by early adulthood
  - Have a higher rate of recent binge drinking and 82% higher rate of recent marijuana usage; and
  - Higher chance of being in or on a waiting list for public housing.



- A growing body of empirical research shows that **social and emotional skills rival IQ** in predicting educational attainment, labour market success, health, and criminality.
- Both IQ and non-cognitive skills predict scores on achievement tests but **non-cognitive skills predict outcomes above and beyond their effects in predicting scores on achievement tests** (Heckman & Kautz, 2014).

A high-angle photograph of a person crouching on a sandy beach, drawing a heart shape in the sand with their finger. The person's shadow is cast long and dark on the sand. The background is a warm, golden-brown sand. A semi-transparent grey banner is overlaid across the middle of the image, containing the text.

# **Finding #2: Social & Emotional Skills are Malleable**



# NEUROPLASTICITY

A stylized illustration of a neural network. The background is a deep blue, filled with a complex web of thin, light blue lines representing neural connections. Several larger, more prominent neurons are depicted in a vibrant blue color. These neurons have a central, textured, multi-lobed cell body (soma) from which numerous long, thin dendrites and axons extend outwards in various directions. Interspersed throughout the network are numerous small, bright orange-yellow dots, which represent synaptic points or nodes of neural activity. Some of these dots are larger and more intense, creating a sense of dynamic energy and signal transmission within the network.

(Goldsmith, Pollak, & Davidson, 2008; Kandel et al., 2000)





**Finding #3: Adolescence is an important transitional period**





# Adolescence

**Transition-Linked  
Turning points**



# Transitional Time in Development

**Cognitively**  
**Physically**  
**Socially**  
**Emotionally**  
**Academically**



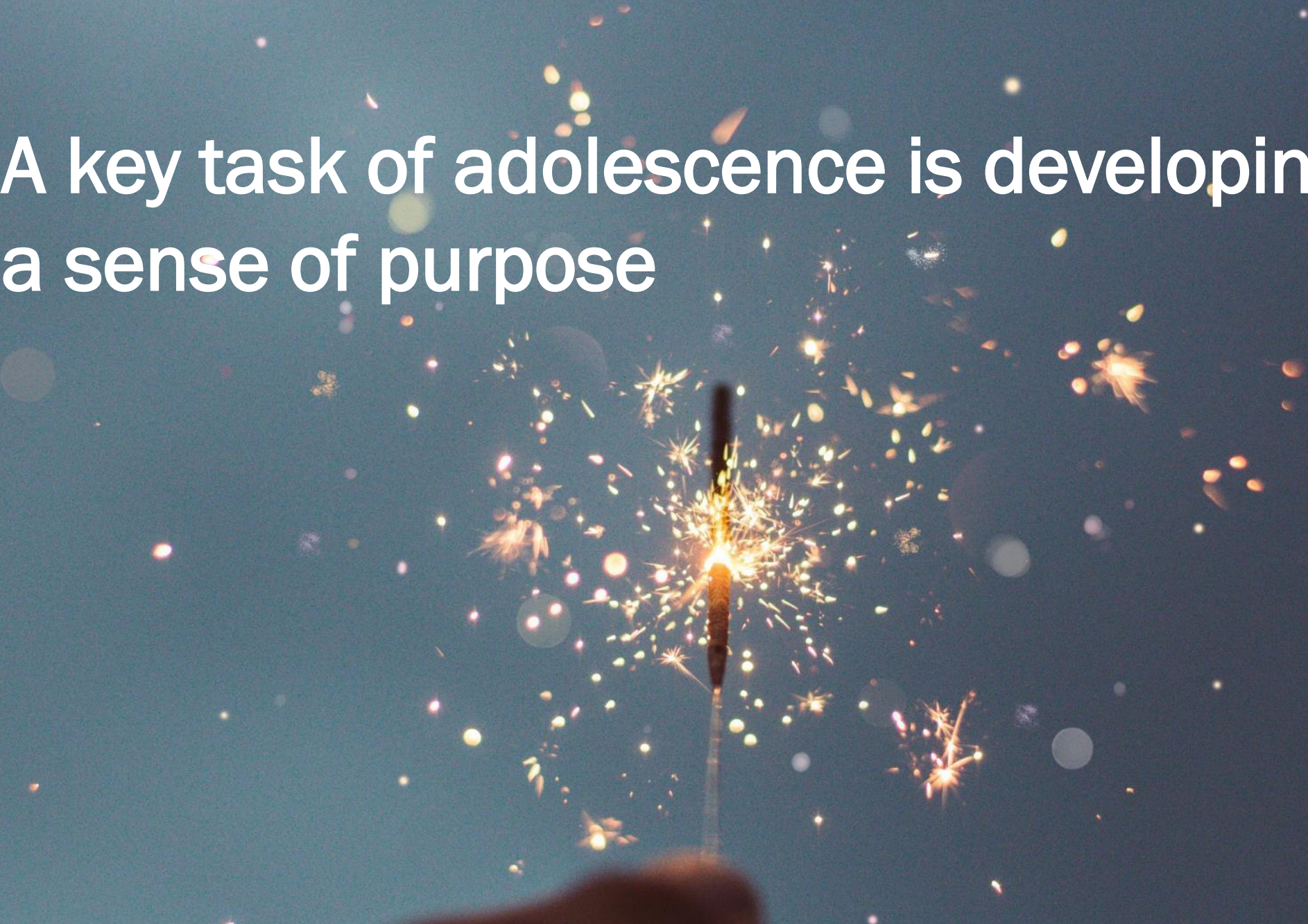




**While it is a time of heightened risk, it is  
also a time of opportunity** (Del Guidice, 2014).



A key task of adolescence is developing  
a sense of purpose





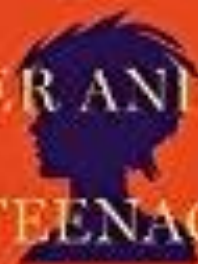
THE NEW YORK TIMES BESTSELLER

AN INSIDE-OUT GUIDE TO THE EMERGING

ADOLESCENT MIND, AGES 12-24

# BRAINSTORM

THE POWER AND PURPOSE



OF THE TEENAGE BRAIN

DANIEL J. SIEGEL, M.D.

bestselling author of *The Whole-Brain Child*  
and *Parenting from the Inside Out*



**Finding #4: We have underestimated  
children's capacities for being good**





A photograph of two children walking away from the camera on a paved path. The child on the left is wearing a light green shirt and a black messenger bag, carrying a brown paper bag. The child on the right is wearing a dark blue dress and a black backpack with pink trim, also carrying a brown paper bag. They are holding hands. A semi-transparent dark grey box with white text is overlaid on the center of the image.

“ It’s not survival of the *fittest*; it’s survival of the *kindest*. ”

Dacher Keltner

## Altruistic Helping in Human Infants and Young Chimpanzees

Felix Warneken, *et al.**Science* **311**, 1301 (2006);

DOI: 10.1126/science.1121448

REPORTS

## Altruistic Helping in Human Infants and Young Chimpanzees

Felix Warneken\* and Michael Tomasello

Human beings routinely help others to achieve their goals, even when the helper receives no immediate benefit and the person helped is a stranger. Such altruistic behaviors (toward non-kin) are extremely rare evolutionarily, with some theorists even proposing that they are uniquely human. Here we show that human children as young as 18 months of age (prelinguistic or just-linguistic) quite readily help others to achieve their goals in a variety of different situations. This requires both an understanding of others' goals and an altruistic motivation to help. In addition, we demonstrate similar though less robust skills and motivations in three young chimpanzees.

Helping is an extremely interesting phenomenon both cognitively and motivationally. Cognitively, to help someone solve a problem, one must know something about the goal the other is attempting to achieve as well as the current obstacles to that goal. Motivationally, exerting effort to help another person—with no immediate benefit to oneself—is costly, and such altruism (toward non-kin) is extremely rare evolutionarily. Indeed, some researchers have claimed that

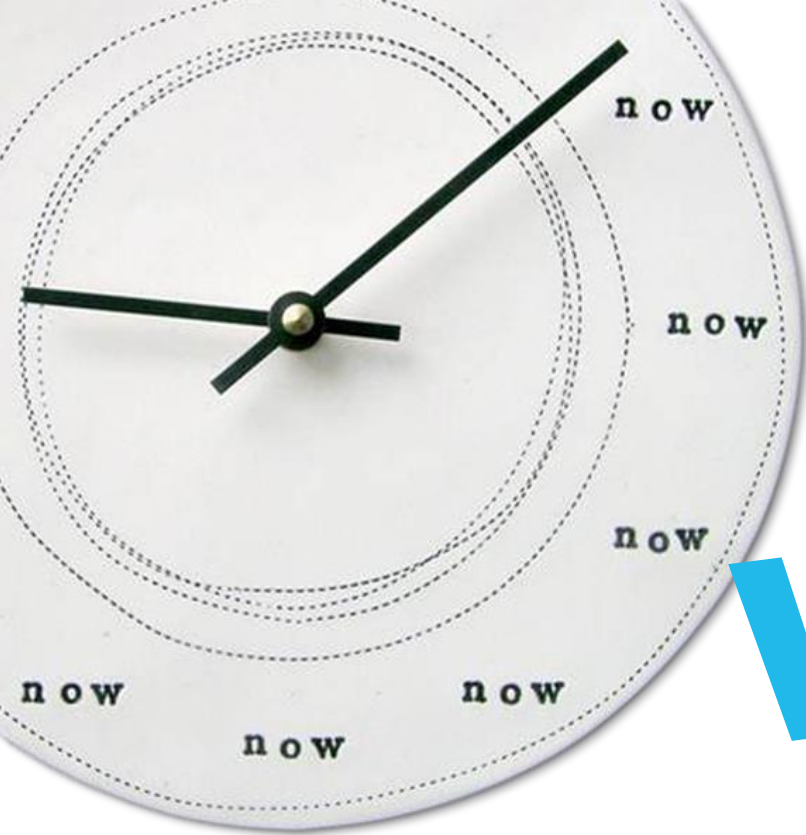
uations fell into four categories: out-of-reach objects, access thwarted by a physical obstacle, achieving a wrong (correctable) result, and using a wrong (correctable) means (Table 1) (movies S1 to S4). For each task, there was a corresponding control task in which the same basic situation was present but with no indication that this was a problem for the adult (14). This ensured that the infant's motivation was not just to reinstate the original situation or to have the adult repeat the action, but

each category (Fig. 1). They handed him several out-of-reach objects (but not if he had discarded them deliberately); they completed his stacking of books after his failed attempt (but not if his placement of the books appeared to meet his goal); they opened the door of a cabinet for him when his hands were full (but not if he struggled toward the top of the cabinet); and they retrieved an inaccessible object for him by opening a box using a means he was unaware of (but not if he had thrown the object inside the box on purpose). Analyzed by individual, 22 of the 24 infants helped in at least one of the tasks. It is noteworthy that they did so in almost all cases immediately (average latency = 5.2 s), before the adult either looked to them or verbalized his problem (84% of helping acts within the initial 10-s phase). Thus, the experimenter never verbally asked for help, and for the vast majority of helping acts, eye contact (as a subtle means of soliciting help) was also unnecessary.

Experimental studies on altruistic behaviors in nonhuman primates are scarce. There are anecdotal reports of possible instances of helping (15–17) and some experiments demonstrating empathic intervention by various







**WHAT TO  
DO NOW?**





**STRATEGY# 1. WHAT NOT TO DO:**  
**Rewards!**

# Extrinsic Rewards and Altruism

Developmental Psychology  
2008, Vol. 44, No. 6, 1785–1788

Copyright 2008 by the American Psychological Association  
0012-1649/08/\$12.00 DOI: 10.1037/a0013860

## Extrinsic Rewards Undermine Altruistic Tendencies in 20-Month-Olds

Felix Warneken and Michael Tomasello  
Max Planck Institute for Evolutionary Anthropology

The current study investigated the influence of rewards on very young children's helping behavior. After 20-month-old infants received a material reward during a treatment phase, they subsequently were less likely to engage in further helping during a test phase as compared with infants who had previously received social praise or no reward at all. This so-called *overjustification effect* suggests that even the earliest helping behaviors of young children are intrinsically motivated and that socialization practices involving extrinsic rewards can undermine this tendency.

**Keywords:** altruism, helping, intrinsic motivation, socialization, overjustification effect

**Supplemental materials:** <http://dx.doi.org/10.1037/a0013860.supp>

Since at least the time of Rousseau and Locke, there has been debate about the nature of human altruism. Do people go out of their way to help others because they are inherently altruistic or because they are shaped by their social environments to be that

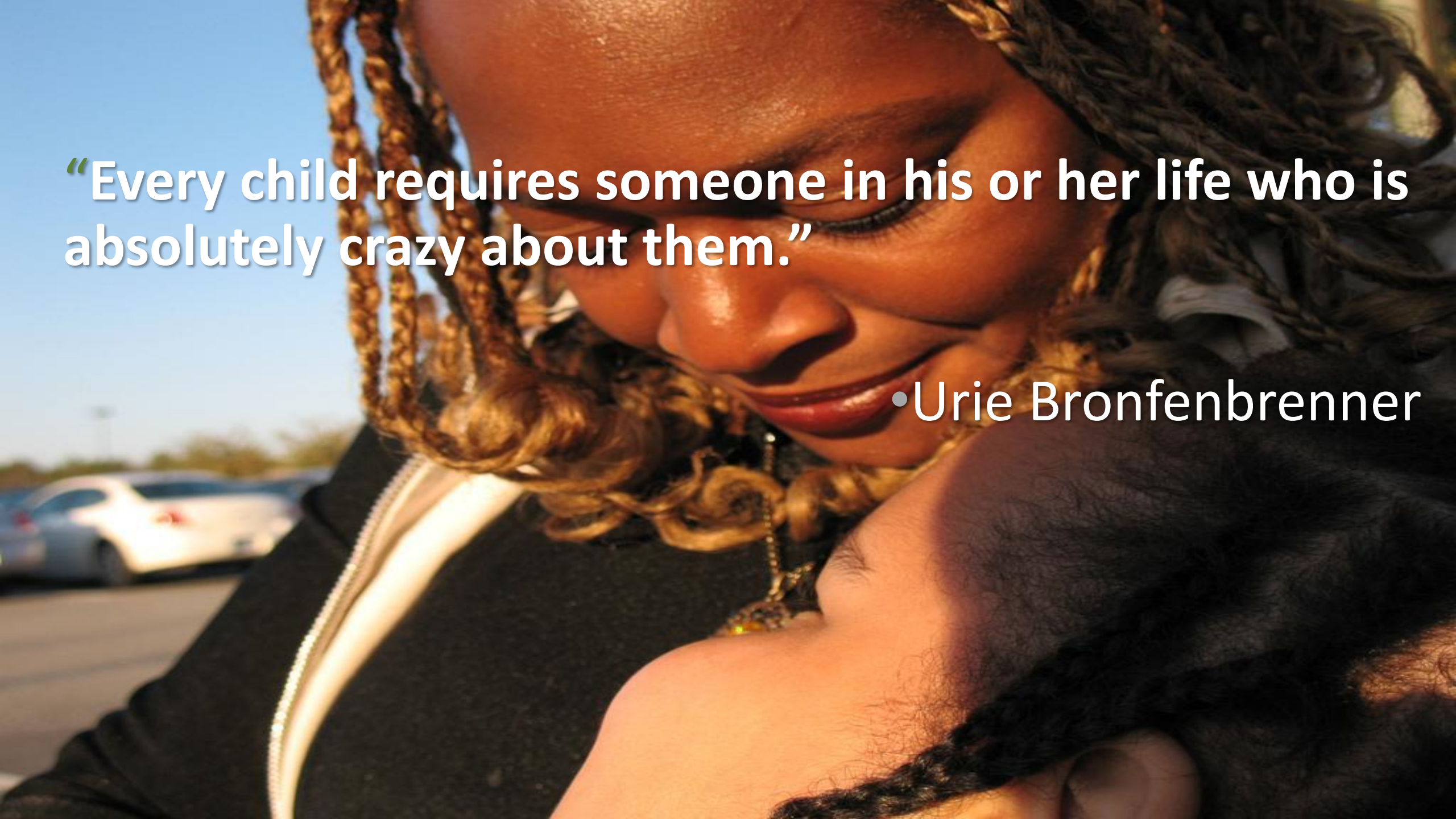
behaviors only because they are externally rewarded for doing so (Bar-Tal, 1982; Cialdini, Baumann, & Kenrick, 1981; Dovidio, Piliavin, Schroeder, & Penner, 2006). Rather, these findings suggest that very early in development humans might have an intrinsic





**STRATEGY #2: PROMOTE POSITIVE  
RELATIONSHIPS**





“Every child requires someone in his or her life who is absolutely crazy about them.”

• Urie Bronfenbrenner



Human beings of all ages are happiest and able to deploy their talents to best advantage" when they experience *trusted others* as "standing behind them." (Bowlby, 1973, p. 25)

“EVERY CHILD WHO ENDS UP DOING WELL  
HAS HAD AT LEAST ONE STABLE AND  
COMMITTED RELATIONSHIP WITH A  
SUPPORTIVE ADULT.”

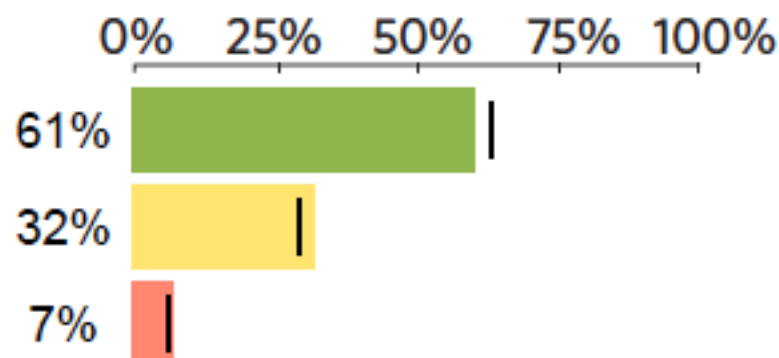
Center on the Developing Child  HARVARD UNIVERSITY



## CONNECTEDNESS WITH ADULTS

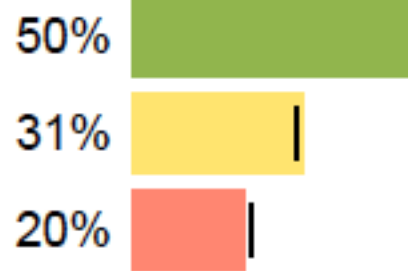
### ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."



### ADULTS IN THE NEIGHBOURHOOD/ COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g. "In my neighbourhood/community there is an adult who really cares about me."



### ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g. "In my home there is a parent or other adult who listens to me when I have something to say."



## WHAT MAKES AN ADULT IMPORTANT TO YOU?

Children can select all of the statements they agree with

	At School	At Home
This person teaches me how to do things that I don't know.	76%	76%
I can share personal things and private feelings with this person.	30%	77%
This person likes me the way I am.	56%	83%
This person encourages me to pursue my goals and future plans.	57%	80%
I get to do a lot of fun things with this person or because of this person.	41%	77%
The person is like who I want to be when I am an adult.	22%	49%
The person is always fair to me and others.	59%	69%
The person stands up for me and others when we need it.	34%	69%
The person lets me make decisions for myself.	54%	74%





**STRATEGY #3: Help develop a caring and kind identity through encouraging your child to perform acts of kindness and volunteer**





**Recognize the capacity children and youth have for empathy and sympathy.**



- Encourage your children to engage in opportunities to help others and talk (reflect) about the good feelings that come from kindness.





A man with short dark hair and glasses, wearing a white hoodie, is standing on a green grassy field and talking to a group of children. The children are wearing black and white soccer uniforms. The man is gesturing with his hands as he speaks. The background is a bright, sunny day on a grassy field.

**Research finding: Being kind promotes happiness and emotional and physical well-being**



# Kindness Counts: Prompting Prosocial Behavior in Preadolescents Boosts Peer Acceptance and Well-Being

Kristin Layous<sup>1\*</sup>, S. Katherine Nelson<sup>1</sup>, Eva Oberle<sup>2</sup>, Kimberly A. Schonert-Reichl<sup>2</sup>, Sonja Lyubomirsky<sup>1</sup>

**1** Department of Psychology, University of California, Riverside, California, United States of America, **2** Department of Educational and Counseling Psychology and Special Education, University of British Columbia, Vancouver, British Columbia, Canada

## Abstract

At the top of parents' many wishes is for their children to be happy, to be good, and to be well-liked. Our findings suggest that these goals may not only be compatible but also reciprocal. In a longitudinal experiment conducted in 19 classrooms in Vancouver, 9- to 11-year olds were instructed to perform three acts of kindness (versus visit three places) per week over the course of 4 weeks. Students in both conditions improved in well-being, but students who performed kind acts experienced significantly bigger increases in peer acceptance (or sociometric popularity) than students who visited places. Increasing peer acceptance is a critical goal, as it is related to a variety of important academic and social outcomes, including reduced likelihood of being bullied. Teachers and interventionists can build on this study by introducing intentional prosocial activities into classrooms and recommending that such activities be performed regularly and purposefully.

**Citation:** Layous K, Nelson SK, Oberle E, Schonert-Reichl KA, Lyubomirsky S (2012) Kindness Counts: Prompting Prosocial Behavior in Preadolescents Boosts Peer Acceptance and Well-Being. PLoS ONE 7(12): e51380. doi:10.1371/journal.pone.0051380

**Editor:** Frank Krueger, George Mason University/Krasnow Institute for Advanced Study, United States of America

**Received:** August 12, 2012; **Accepted:** November 6, 2012; **Published:** December 26, 2012

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**Funding:** These authors have no support or funding to report.

**Competing Interests:** The authors have declared that no competing interests exist.

\* E-mail: klayo001@ucr.edu

## Introduction

At the top of parents' many wishes is for their children to be happy, to be good, and to have positive relationships with others

benefits beyond personal happiness, as prosocial behavior predicts academic achievement and social acceptance in adolescents [16]. The dearth of work on enhancing happiness and prosociality in youth, coupled with evidence of their many benefits, highlights the

# Examples of Responses

## ACT OF KINDNESS

- Gave a friend a nice snack
- Hugged Vanessa
- I listened to people who have trouble
- Moving a piano
- I gave a snack away without anyone knowing
- Holding the door open
- Helping my little brother
- Cleaning toilets

## WHEREABOUTS

- Grandpa's
- Library
- 20<sup>th</sup> & Dunbar
- Swings
- My friend's apartment
- Fraser River
- Classroom
- Bus
- My house's garden
- Children's festival



**Helping others is also good for  
your health!**



A wreath made of numerous small, rectangular pieces of light-colored driftwood, arranged in a circular pattern and hanging from a thin string against a plain white background. The wood pieces have a natural, weathered texture with some darker staining and grain patterns visible.

**Can random assignment to volunteering reduce  
cardiovascular risk in teens?**



## ONLINE FIRST

# Effect of Volunteering on Risk Factors for Cardiovascular Disease in Adolescents

## *A Randomized Controlled Trial*

Hannah M. C. Schreier, PhD; Kimberly A. Schonert-Reichl, PhD; Edith Chen, PhD

**Importance:** The idea that individuals who help others incur health benefits themselves suggests a novel approach to improving health while simultaneously promoting greater civic orientation in our society. The present study is the first experimental trial, to our knowledge, of whether regular volunteering can reduce cardiovascular risk factors in adolescents.

**Objective:** To test a novel intervention that assigned adolescents to volunteer with elementary school-aged children as a means of improving adolescents' cardiovascular risk profiles.

**Design:** Randomized controlled trial, with measurements taken at baseline and 4 months later (postintervention).

**Results:** No statistically significant group differences were found at baseline. Postintervention, adolescents in the intervention group showed significantly lower interleukin 6 levels ( $\log_{10}$  mean difference, 0.13; 95% CI, 0.004 to 0.251), cholesterol levels ( $\log_{10}$  mean difference, 0.03; 95% CI, 0.003 to 0.059), and body mass index (mean difference, 0.39; 95% CI, 0.07 to 0.71) compared with adolescents in the control group. Effects for C-reactive protein level were marginal ( $\log_{10}$  mean difference, 0.13; 95% CI, -0.011 to 0.275). Preliminary analyses within the intervention group suggest that those who increased the most in empathy and altruistic behaviors, and who decreased the most in negative mood, also showed the greatest decreases in cardiovascular risk over time.

# Encourage your children to find ways to promote their own SEL

## The Breakfast Club

BY THE TRI-CITY NEWS, WEDNESDAY, APRIL 4, 2007

### Breakfast Club 'heroes without the spotlight'

*Students aren't just learning their ABCs in schools. They are also learning how to get along, make smart decisions and reach out to others — key elements of social responsibility, which is now even graded on school report cards.*

By Melissa Serraglio

THE TRI-CITY NEWS

**R**andom acts of kindness are popping up throughout Pitt River middle school, courtesy of the Breakfast Club.

The Breakfast Club started at the end of November in the Port Coquitlam school and provides gifts and other generous acts for students and staff with one stipulation: Members remain anonymous.

For example, the club wrote a letter to the local

#### CARING KIDS, CARING SCHOOLS

*A Tri-City News series on social responsibility and education*

of course, wants to remain anonymous. "They're thinking about more than just themselves.



"It's teaching them self-esteem and confidence, and is showing them the difference one person can make."

Last Christmas, the club managed to sneak 500 candy canes and 26 boxes of Mandarin oranges into the school so every student could receive one of each.

And at a staff meeting in January, the club left a note for staff members that said they wanted all staff and

students to do kind thing for each other anonymously. Afterwards, teachers assigned a club name to each of their advisory classes, each class was then asked

and, now, there is a random acts of kindness play in the school's entire

"It's just been getting bigger and bigger," the club leader said. "And it's our members of the club is citizens because they are benefits of giving."

Club members said they want to remain anonymous because they can do more when people don't feel like they have to return the favor.

Said one club member, "We want to be the hero without the spotlight."

and, now, there is a random acts of kindness



# **Strategy #4: Promote Social-Emotional Learning and Reduce Stress through Mindfulness**



# Mindfulness Defined

- ❖ Mindfulness is considered to be a state of being aware of and attentive to the present moment.
- ❖ In addition, mindfulness has been described as a state of consciousness with a core characteristic of being open, receptive and non-judgmental.

(Brown & Ryan, 2003, Kabat-Zinn 1990)





**MINDUP** ★ Kindergarten to 8<sup>th</sup> grade  
(5 to 14 yrs)

Focused Classrooms • Mindful Learning • Resilient Children  
**SCHOLASTIC**

Focused Classrooms • Mindful Learning • Resilient Students  
**SCHOLASTIC**

Focused Classrooms • Mindful Learning • Resilient Students  
**SCHOLASTIC**



# Getting to Know and Love Your Brain

To react or to think it out .... that is the question. The way you use three key players in your brain determines how you'll respond to everything that happens around you. As you learn how to help your brain tell the difference between true emergencies and stressful situations, you'll get better at handling every situation and have more time to enjoy life!

## Prefrontal Cortex

(pree-FRONT-uhl KORT-eks)

The prefrontal cortex, or PFC, is your site for making thoughtful decisions, doing careful calculations, talking through a problem, and staying focused on what you're doing. Interestingly, the PFC gets information only when the amygdala is calm. The PFC passes on to the amygdala anything that is worth considering.

## Amygdala

(uh-EM-uhl-uh)

The amygdala is programmed to keep you safe at all costs. It registers and blocks information from going to your prefrontal cortex (PFC) so you can react in a flash. The problem is, it can't tell a stressful situation from a true emergency, and it can't count you in to react without thinking. A helpful practice can help keep the amygdala in check so that you can think clearly.

## Hippocampus

(uh-puh-KAMP-us)

What are your favorite memories? The ones worth remembering? The hippocampus stores, sorts, and processes all important facts and memories the PFC passes on to react to. Feeling shy? Nervous? Proud? Feeling loved? Thanks to the hippocampus, you can remember clearly.

## Breathing

How to keep your amygdala in check when you get stressed out? Breathe slowly. Once, full breathing, calm down, amygdala and help you think and remember clearly.



— instant help solutions —

# the \*mindful teen

**powerful skills to help  
you handle stress one  
moment at a time**



DZUNG X. VO, MD, FAAP

# Mindfulness for Teens

Discovering Your Inner Strength



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## Why Mindfulness?

In this 3-minute video, teens share how mindfulness helps them to handle stress by living more in the present moment!

[Watch "Mindfulness: Youth Voices"](#)





an instant help book for teens

# the stress reduction workbook for teens

mindfulness skills to help  
you deal with stress

\* how stress affects you in  
both **good** ways and **bad**

\* find **balance**  
in your life

\* learn **simple**  
and **effective**  
**relaxation** skills

GINA M. BIEGEL, MA, LMFT

PATRICIA C. BRODERICK, PhD

# the learning to breathe student workbook

A Six-Week Mindfulness Program for Adolescents

A  
Companion  
Workbook to  
*Learning to  
Breathe*

## BREATHE—

- listen to your **B**ody
- Reflections (thoughts) are just thoughts
- surf the waves of your **E**motions
- Attend to the inside and the outside
- try **T**enderness—take it as it is
- practice healthy **H**abits of mind
- gain the inner edge and be **E**mpowered



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# Kelty Mental Health Resource Centre

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SEND FEEDBACK





STRATEGY #5: Self-Care first



# First...



## Then...



# Thank You

A silhouette of a young boy standing on a dark, rocky shore, pointing his right arm towards a calm body of water. The background shows a soft, hazy sunset or sunrise over the water, with distant hills visible on the horizon. The overall mood is peaceful and contemplative.

## Photo Credits:

Boy pointing by ruurmo; Boy with pug by Renata Alves dos Anjos;

Boy and basketball by Alex E Proimos; Girl looking to horizon by Roby Ferrari; Sad girl by apdk; Girl picking beans by various brennemans; All you need is love by Carf;

Presentation Design: Jeremy Alexander - HELP

**HUMAN**  
**EARLY LEARNING**  
**PARTNERSHIP**



# **The Doorman**



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