

# Erasmus Course Practical Document

Author: Daniela Luz

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## Introduction

Welcome to this transformative and experiential manual, a resource born from the heart of our training in Ferragudo, Portugal. Rooted in mindfulness, breathwork, emotional education, and introduction to yoga, this guide is designed to support public school teachers in embodying presence, resilience, and holistic well-being, for themselves and their classrooms.

Whether you're seeking tools for stress regulation, emotional tools or self-care practices, this document is an invitation to live what you teach and model the values you want your students to embody. If you apply even one exercise daily, your life will start changing. This is not just a guide, it's a journey of personal transformation.

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## 1. Foundations of Mindfulness for Educators and practical tools to find your center and reduce stress

Mindfulness means paying attention on purpose, in the present moment, with kindness. As teachers, mindfulness is both a refuge and a compass. You cannot pour from an empty cup, and so we begin by cultivating your own presence.

### Why Mindfulness?

- Improves focus and reduces burnout
- Enhances emotional regulation
- Strengthens teacher-student connection

### The 3 Core Skills of Mindfulness

In order to live your life mindfully and develop self-awareness, there are three core skills that you need to develop:

- 1) Focused attention or concentration;
- 2) Open monitoring or present moment awareness;
- 3) Acceptance and non-judgment.

### Extending the Principle for Educators

- **Presence and Awareness:** Being fully present with your students helps you connect with them more deeply and understand their needs.
- **Non-Judgmental Attitude:** Approaching each moment and each student without judgment fosters a more accepting and supportive classroom environment.
- **Patience and Trust:** Trust the process of mindfulness and be patient with yourself and your students as you practice.
- **Acceptance and Letting Go:** Accept things as they are without trying to change them immediately. Let go of the need for everything to be perfect.
- **Beginner's Mind:** Approach each moment with fresh eyes and an open mind, as if you are experiencing it for the first time.

## Types of Mindfulness Practices

- **Formal Mindfulness:** Structured, dedicated practices with allocated time like meditation, body scans, and guided exercises. Conducted in a quiet environment with specific techniques and time allocation.
- **Informal Mindfulness:** One thing at a time. Integrating mindfulness into daily activities like eating, walking, and listening. Focuses on present-moment awareness and non-judgmental observation during routine tasks.

Both formal and informal mindfulness practices are essential for cultivating a mindful lifestyle. Formal practices provide a strong foundation and depth, while informal practices help sustain mindfulness throughout daily life, leading to a more balanced and aware existence.

### Practices:

- **Daily 3-minute Breath Awareness:** Set an intention before your school day.
- **Emotional check in at the beginning of the day + gratitude + intention** (audio sent).
- **Guided Visualizations: Safe Place Visualization:** Lead students through a visualization of a place where they feel safe and relaxed. **Journey Visualization:** Guide students on an imaginary journey, such as walking through a forest or along a beach.
- **Gratitude practices** (in meditation, in circle or class): Develop the habit of practicing the four A's : Appreciation, Approval, Admiration, and Attention.
- **Reflect, contemplate and do Journaling:** Reflect and write down three to five things you are grateful for daily, every few days, or every week.
- **Gratitude jar:** Write down things you are grateful for on little slips of paper and fill them in a jar. Encourage students to do it at home. And you can also do it in your class or have them stick the paper on the board. I suggest it be done weekly or monthly.
- **Worry Jar or box:** Ask your students to reflect what are their worries. Great to do before exams or weekly.
- **Mindful Walking between Classes:** Use transitions as tuning moments.
- **Cultivate focus & concentration with no effort with informal Mindfulness by Deliberately choosing moments of your day to be fully present** to the experience: example having a shower, washing dishes, etc... This increases your concentration and gives a rest to your mind. being fully present with all sensations, eating, or anything else. At the end of the week you'll already have a few minutes to cultivate focus without taking any extra time for it. Enjoy it!
- **Progressive Relaxation body scan:** bringing the awareness to each part of the body and relaxing it consciously (seated or laying down).
- **Mindfulness 5 Senses** exercises: 5 colors you are seeing; 4 sounds you are hearing; 3 sensations that you are feeling in your body; 2 smells you can sense; 1 thing you can taste in your mind.
- **How to establish a meditation practice on your daily basis:** Create a routine of meditating 3-5m every morning (or any other time). Set the alarm for it. Commit to

it. Find a space in your home where you can do it comfortably and without being disturbed. Get a notebook to note your progress and insights. Choose any of the above exercises to do it. Start your day and your practice by setting your INTENTION. Then remind yourself of something to be grateful for. Remind yourself, when there is a conflict.

- **STOP:** Step back, pay attention to the breath, instead of reacting to it. Reflect on what needs to be done. Think of what you need to learn with the situation. Act out of love, understanding and a conscious state of mind. It will work!
  - **Mindful talk:** Pay attention the way you speak, express yourself.
  - **Mindful Listen:** Listen fully with your whole body and eyes, without interruption, being fully present.
  - **Sound Awareness:** Ring a bell or play a bowl or use a sound app just for your wellbeing or and ask students to focus on the sound until they can no longer hear it.
  - **Listening to Nature:** Play nature sounds and have students listen mindfully, identifying different sounds they hear.
  - **Anchors:** Hand in the chest and belly, breathe and come back to the present moment. Or . Hands in Namaste.
  - **Mantras for compassion:** Hands together in my forehead for clearing and loving thoughts; Hands together in front of my mouth: For clear and loving communication; Hands in front of my heart: for clear and loving intentions and actions
  - **Chantings:** Example: **OM** 3 times with the breath and hands in namaste.
  - **Emotion Wheels** printable (for classrooms)
  - **Mindful Coloring Mandala** colouring (for yourself or for students)
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## 2. The Science of Stress & Burnout for Educators

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### Understanding Stress: What Is It Really?

#### Definition of Stress:

Stress is the body's physiological and psychological response to any demand or perceived threat, whether real or imagined.

It's not inherently bad. Stress is **adaptive**. It's how we survive. But **chronic, unrelenting stress** is where the trouble begins.

#### Types of Stress:

1. **Acute Stress:** Short-term; caused by immediate challenges (e.g., a difficult conversation with a student or parent).
2. **Episodic Acute Stress:** When acute stressors become frequent (e.g., ongoing deadlines or classroom disruptions).
3. **Chronic Stress:** Long-term; results from unresolved situations or environments that feel unsafe or out of control (e.g., toxic school environments, emotional exhaustion).

#### The Stress Response – The HPA Axis:

- Hypothalamus signals the Pituitary to activate the Adrenal glands → cortisol and adrenaline release.
- Heart rate increases, digestion slows, muscles tense, breathing becomes shallow.
- Great for escaping a tiger. Not sustainable for modern teaching.

#### Key Point for Teachers:

The brain doesn't distinguish between a physical threat and a psychological one (e.g., fear of failure, feeling judged, too much workload). Your body reacts as *if* it's a survival threat.

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### From Stress to Burnout : What Happens Over Time?

#### What is Burnout? (as defined by the WHO):

A syndrome resulting from chronic workplace stress that has not been successfully managed.

#### 3 Core Dimensions of Burnout:

1. **Emotional exhaustion:** feeling drained, overwhelmed.
2. **Depersonalization:** becoming distant or cynical about students or colleagues.

3. **Reduced personal accomplishment:** feeling ineffective or that your efforts don't matter.

#### **What happens in the brain:**

- **Amygdala** becomes hyper-reactive – threat detection is always "on."
- **Prefrontal cortex** (thinking brain) activity is reduced – harder to focus, plan, empathize, or regulate emotions.
- **Hippocampus** (memory + learning) shrinks under chronic cortisol.

Teachers under burnout may:

- Become forgetful or disorganized
  - Lose patience easily
  - Feel numb or disconnected
  - Experience insomnia or immune problems
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### **What Makes Teachers So Vulnerable?**

#### **Risk Factors in Education:**

- Constant multitasking & emotional labor
- High expectations with limited resources
- Lack of recovery time during the day
- Over-identification with students' pain (empathic stress)
- Pressure to perform and prove outcomes

#### **Hidden curriculum stressors:**

- Managing unseen dynamics (family issues, trauma in students)
  - Micro-decisions (estimates show teachers make ~1500 micro-decisions a day)
  - No buffer time: going from classroom to meeting to grading
- 

### **The Role of the Nervous System – Window of Tolerance (*10 minutes*)**

#### **Polyvagal Theory (Dr. Stephen Porges):**

- **Ventral vagal state:** Calm, connected, socially engaged (ideal learning and teaching state).
- **Sympathetic state:** Fight or flight (agitation, anxiety, hypervigilance).
- **Dorsal vagal state:** Freeze, shut down, dissociation (numbness, fatigue, disconnection).

Teachers often shift from sympathetic to dorsal quickly, especially under chronic stress – "I'm wired and tired."

## Window of Tolerance (Dan Siegel):

- The optimal zone where we can function and respond flexibly.
  - Burnout shrinks this window.
  - **Mindfulness, breathwork, and movement** help re-expand it.
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## The Role of Mindfulness in Stress Regulation

### Mindfulness defined:

Paying attention, on purpose, in the present moment, without judgment. (Jon Kabat-Zinn)

### Brain impact of regular mindfulness:

- **Shrinks the amygdala**
- **Thickens the prefrontal cortex**
- **Improves vagal tone** (more resilience, faster recovery from stress)
- Increases **emotional regulation, clarity and empathy**

### Simple example for teachers:

- 3-minute breathing space between classes
  - Body scans at lunch
  - Grounding practices before tough conversations
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## Rebuilding Resilience – Burnout Recovery

### Resilience ≠ being tough.

Resilience is the **capacity to recover** and respond with intention.

### Key elements:

- **Awareness:** Name it to tame it.
- **Boundaries:** Compassionate no's protect your yes.
- **Self-compassion:** Shift from harsh inner critic to inner ally.
- **Rest:** Recovery is not laziness – it's neurobiological repair.

### Neuroscience Tip:

When you rest (even for 10 minutes), your **default mode network** activates, supporting creativity, emotional healing, and integration.

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## A Mindful Reflection

What signals does my body give me when I'm nearing my stress limit? And what would it look like to respect those signals with compassion?

## 2.1 Burnout Recovery Tips for Teachers

### 1. Reclaim Micro-Rest Throughout Your Day


Burnout often builds in the spaces between meetings, transitions, and tasks.

 Try: 2–5 minute “reset rituals” between classes — breathwork, grounding, stretching, or even placing one hand on your heart with the words, “I’m here.”

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### 2. Set Gentle, Boundaried “No’s”

You don't need to say yes to prove your worth.  
Burnout thrives on over-commitment.

 Practice: “That’s not possible for me right now, but thank you for thinking of me.”

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### 3. Prioritise Nervous System Regulation

Burnout isn't just mental exhaustion — it's a dysregulated body.

 Try:

- **Long exhales** (inhale 4, exhale 6)
  - **Vagus nerve humming or sighing**
  - **Butterfly hug**
  - **Gentle somatic movement or shaking**
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### 4. Protect Your Sleep Like a Sacred Ritual

Lack of rest = no chance to recover.


Suggestions:

- No screens 1h before bed
- Restorative yoga or body scan

- Create a wind-down ritual with herbal tea, journaling, or a mantra:  
*“It is safe to rest. I am enough even when I do nothing.”*
- 

## 5. Return to Joy and Playfulness

Burnout narrows your world. Joy expands it again.

 Reignite your spark with little moments of aliveness:

- Music
  - Dancing in the kitchen
  - A walk with no destination
  - Time with someone who sees *you*
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## Ask for Help. And Let It In.

You are not meant to carry it all alone.

 Support might look like:

- A colleague to share classroom challenges
  - A mindfulness group
  - Therapy, coaching, or peer mentoring
  - Letting someone care for *you*
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## Reconnect with Your “Why”

Burnout clouds our purpose. Pause to remember:

*What made you want to teach in the first place?*

Write it. Feel it. Let it anchor you.

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## Optional Journaling Prompt:

- a) What part of me needs the most care right now?
- b) What would ‘showing up for myself’ look like today?

### 3. Nervous System Regulation Through Breath

Understanding your nervous system is key to teaching and living from a regulated, grounded place.

#### Practices:

- **Diaphragmatic Breathing:** Activates the body's relaxation response. Reduces heart rate and blood pressure. Sit or lie down comfortably. Place one hand on your chest and the other on your abdomen. If Lying down, have a book on your abdomen (or for children can be the teddy bear). Inhale deeply through your nose, ensuring your abdomen rises more than your chest. Exhale slowly through your mouth. Repeat for 5-10 breaths.
- **Physiological Sigh:** Quickly reduces stress and promotes relaxation. Helps expel excess carbon dioxide from the body. Please Take a deep breath in through the nose. Take a second, shorter inhale to fully inflate the lungs. Exhale slowly and completely through the mouth. Repeat 2-3 times.
- **Heart Coherence Breathing:** Each breath in connects you with something you want to create in your life, each breath out you just trust and surrender. Breathe in to the count of 5, breathe out to the count of 5
- **Lengthen your exhalations with 3-6** Prolonging the exhale, promotes relaxation. Helps balance the nervous system. Inhale through your nose for a count of 3. Exhale through your mouth for a count of 6. Repeat for 5-10 breaths.
- **Box Breathing:** For calmness and nervous system regulation (only for youth and adults). Breathe into the count of 4. Hold your breath to 4. Exhale to 4. Hold it for 4. Please do it for at least 4 rounds.
- **5 Finger Breath:** Contour the fingers with , inhale to move up around your finger, exhale to move down (great for children and youth)
- **Bee humming breath:** After coming into the starting position, exhale completely. Now, take a deep breath in. As you breathe out, gently close your ears with the thumbs and press gently on your eyebrows with your eyes closed. Breathe in and when you breathe out make a soothing yet firm humming sound like a bee. Repeat the same pattern of breathing in and out 6-8 times to feel a difference. Once completed, lower your hands and relax.
- **Tension Release:** Intentionally tense and squeeze your body and release, relax your muscles on the exhalation. Do it 5 or more times.
- **Body Shaking:** Releases physical and mental tension. Energizes the body and mind. Stand with feet shoulder-width apart. Shake your entire body gently from head to toe. Allow any tension to release as you shake. Continue for 1-2 minutes.
- **Dance and Movement:** Elevates mood and reduces stress. Encourages physical expression and creativity. Play your favorite music and dance freely. Let your body move in any way it feels natural. Focus on the joy of movement and rhythm.
- **Plantar fasciitis tennis ball stretch:** roll a tennis ball under your foot for 2–3 minutes to release tension in the plantar fascia, ease pain, relaxes the mind and improves circulation. Apply gentle pressure, especially on sore spots. Try it standing or seated, daily, and even with a chilled ball for extra relief.

Use them:

- Morning or bed time
  - Before meetings
  - After conflict
  - To transition from teaching to home life
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## 4. Social Emotional Learning in Practice (CASEL Model)

We explore the five competencies of SEL: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making(Examples: Emotional check-ins, repair conversations, mood meters).

Teaching from the heart and providing them tools for resilience and relational safety. Here are the **5 CASEL competencies**, with language and examples that apply across **children, teens, and adults**:

**1. Self-Awareness:** Recognizing our own emotions, thoughts, body sensations, strengths and patterns.

When I can notice and name what I'm feeling, whether it's calm or frustration, I have more choices about how I respond. That's where regulation begins.

**Tools for students (all ages):**

- "How am I feeling right now?" boards
- Drawing body maps (Where do I feel tired, excited, tense?)
- "Mood meter" check-ins

**Tools for teachers:**

- Pause for breath before class starts
- Journaling: *What emotion is most present in me today? What do I need?*

**2. Self-Management:** Regulating emotions, thoughts and behaviors in different contexts.

This is not about controlling feelings, it's about learning how to respond instead of react. That's resilience in action.

**For students:**

- 5-finger breathing (the ones we practiced in training)
- Calm-down corners or "take space" moments
- Using timers to self-monitor during tasks

**For teachers:**

- Transition rituals between classes (stretch, breath, water)
- Anchoring phrases: *"I can pause and choose."*
- Co-regulation instead of suppression: *"I feel overwhelmed, I'll slow down my tone."*

### **3. Social Awareness** Understanding others' perspectives, showing empathy and care.

Social awareness is seeing others without losing ourselves, it's the heart of compassion.

#### **For students:**

- "Step into their shoes" storytelling
- Reflecting on classroom scenarios: *"How do you think she felt when that happened?"*
- Inclusion games: noticing who might be left out

#### **For teachers:**

- Empathic listening in staff meetings
- Reflective journaling: *"When do I feel triggered by a student? What might be happening for them?"*
- Asking: *"What's this behavior trying to communicate?"*

### **4. Relationship Skills:** Establishing healthy connections through communication, listening, boundaries and repair.

These are the skills we all needed in school and often didn't learn. Every conflict is a chance to teach repair.

#### **For students:**

- Role-playing conflicts
- Practicing "I" statements: *"I feel... when you..."*
- Partner activities that require cooperation, not competition

#### **For teachers:**

- "Repair" conversations with students or colleagues
- Building classroom agreements together
- Naming relational needs: *"I'd like to feel respected when I'm speaking."*

### **5. Responsible Decision-Making:** Making choices that are thoughtful, ethical, and compassionate.

This skill grows from all the others, when I know how I feel, regulate, and care about others, I choose better.

#### **For students:**

- Choices game: “What would you do if...?”
- Reflective questions before acting: “Is it kind? Is it safe? Is it fair?”

**For teachers:**

- Values-based decisions in tough moments
- Peer dialogue: “What’s the best choice when I’m frustrated with a student?”
- Reflective questions: “What impact did my tone/choice have today?”

**Emotional Vocabulary & Affect Labeling “Name it to tame it”**

“We can’t regulate what we can’t name.” – Dr. Dan Siegel

**Why it matters (for all ages):**

- Helps reduce overwhelm and reactivity
- Builds emotional literacy
- Activates the thinking brain (prefrontal cortex)
- Creates safety through validation

**For teachers (first):**

Start by normalizing this **for yourself**. Ask:

- *What emotions do I allow myself to express in the classroom?*
- *Which ones do I suppress? Why?*
- *How would it feel to say out loud: “I’m feeling frustrated right now, and I’m going to take a deep breath.”*

**For students:**

- Use visual tools (emoji wheels, mood cards, weather boards)
- Play “name it” games (e.g. “If your feeling was a color today, what would it be?”)
- Connect emotion to body: “Where do you feel that in your body?”

**For adolescents and adults:**

- Expand the emotional vocabulary beyond “fine,” “okay,” “stressed”
- Introduce words like: *disappointed, agitated, hopeful, hesitant, relieved*
- Practice pair sharing: “Today I’m noticing a feeling of \_\_\_\_, and I think it’s because \_\_\_\_.”

When we help our students name their feelings, we’re not fixing — we’re witnessing. That in itself is healing.

**Resilience Through Daily Check-Ins, Mindful Rituals & Shared Agreements**

## A. Daily Emotional Check-Ins

**Why?** They normalize emotions, build trust, and reduce outbursts by *preemptively* naming what's alive.

Examples for children:

- "Color of the Day" – they choose and explain
- Animal feelings (e.g. "Are you a lion or a turtle today?")
- Drawing faces or writing one word

For adolescents and adults:

- Sentence starters: "Today I feel..."
- Open questions: "One thing I bring with me today is..."
- Post-it wall: each writes an emotion or need anonymously

## Mindful Rituals

**Why?** Consistency and rhythm create nervous system safety — especially in chaotic environments.

Ideas for class and staff rooms:

- Start each class with 1 minute of breath or silence
- Gratitude circle on Fridays
- End-of-day "release" stretch or breathing
- Morning meeting with grounding body movement

## Shared Agreements (instead of rules)

**Why?** Children, teens and adults respond better to **co-created guidelines** than imposed rules. This builds ownership, respect and collective care.

Examples:

- "In our group, we listen to understand."
- "We agree to name our needs, not blame others."
- "When someone's overwhelmed, we give space without judgment."

## Please reflect

"What would feel more supportive in your staff culture rules, or agreements?"

Social Emotional Learning isn't something we teach on top of the curriculum. It *is* the climate, the soil, in which all learning grows. And the most important SEL tool in the classroom is the **regulated, present, emotionally aware adult** in the room.

**SEL begins with a felt sense of connection and safety.**

### **Tips:**

- Co-create classroom agreements
  - Normalize talking about emotions
  - Prioritize regulation over performance
- 

## **5. Self-Compassion and Emotional Intelligence**

You are human first, teacher second. Learning to meet yourself with compassion changes everything.

### **Practices:**

- **Self-compassion break:** I am feeling... It's ok to feel this way. Breathe into the feeling.
- **Connecting with your inner child:** Breathe and reflect: what does this part of me, my inner child need from me today?
- **Self-Compassion & Self-Love Meditation with connection with inner child Script**

Take this moment to pause...To soften into stillness...And just arrive.Feel the support beneath you beneath your seat, your back, or your whole body.Let it hold you, so you don't have to hold everything by yourself.Let the breath begin to move in... and out...Gently. Naturally. Without needing to change anything.With each exhale, allow a little more weight to melt into the earth.With each inhale, receive what you need ease, safety, gentleness.Let's begin with a hand over the heart or wherever feels soothing to you today.This touch is a signal: "I'm here with you." "I'm listening."

Now gently bring your awareness to your breath.Allow it to guide you into your inner world.Notice how it feels to be in your body right now,without judgment, without needing to fix anything.If it feels supportive, softly say to yourself:

"This is a moment of presence."

"Right now, I choose to meet myself with kindness."

You are allowed to be exactly as you are. There's no performance here. No need to be anything other than human.

Imagine a warm, gentle light glowing in your heart center. Maybe it has a color, a texture... or maybe it's just a sensation. Let it grow a little with each breath, soft, radiant, tender. This is the light of compassion... A love that doesn't ask you to be perfect. Just honest. Just present. Silently, repeat these phrases or your own version if you prefer:

May I be kind to myself.

May I forgive myself.

May I give myself permission to heal.

May I feel safe to love myself, exactly as I am.

Now, if it feels safe, gently invite the presence of your inner child. The part of you that simply wants to be loved, seen, and held. See them in your mind's eye or just sense their presence. Place your hand on your heart again and offer this message: You are enough. I love you. I am here for you. I will never abandon you. Allow the heart to respond... Tears, warmth, resistance, stillness... whatever arises is welcome.

Feel into the energy of this compassion... Allow it to fill not just your heart, but your whole being. Let it ripple outward into your nervous system, your skin, your thoughts, your future choices. You are allowed to be your own sanctuary. You are allowed to rewrite the story with love. And now softly say:

I am whole.

I am love.

I am the healer I've been waiting for.

Begin to return gently feeling your body, the ground beneath you. Wiggle your fingers or toes if it feels good. Take one deep, nourishing breath in... And a long, sighing exhale out. When you're ready, blink your eyes open. Hold onto this feeling of softness. Carry it into your next moment... and the next.

## 6. Introducing Yoga in Schools

Yoga for schools is not about handstands or deep backbends: it's about teaching children (and teachers) to listen to their bodies, breathe, and come back to center.

### Benefits:

- Regulates stress
  - Enhances focus
  - Encourages body awareness
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## 7. Practical Yoga for Educators

### Pose Categories:

#### 1. Grounding (Seated or Lying Down):

- **Child's Pose**
  - A gentle resting pose that helps calm the mind and stretch the back.
- **Legs Up the Wall**
  - Reverses blood flow and promotes deep relaxation.

#### 2. Energy & Focus (Standing):

- **Mountain Pose**
  - Encourages grounding and body awareness.
- **Chair Pose**
  - Builds strength in legs and brings mental alertness.
- **Tree Pose**
  - Enhances balance, concentration, and focus.

#### 3. Open the Heart (Backbends):

- **Cobra**
  - Opens the chest and strengthens the spine.
- **Bridge**
  - Stimulates the nervous system and relieves fatigue.

#### **4. Let Go (Forward Folds):**

- **Seated Forward Fold**
  - Promotes introspection and calms the mind.
- **Standing Forward Fold**
  - Releases tension in the spine and stretches hamstrings.

#### **5. Twist & Detox:**

- **Seated Twist**
  - Enhances digestion and supports spinal mobility.
- **Supine Twist**
  - Relieves stress and supports spinal alignment.

#### **Sequences:**

- **Morning Wake-Up (5-10 min):** Stand up and stretch up, side stretch and shaking body gently. Take 3 long breaths.
  - **Midday Reset (Chair-Based):** Take 3 long breaths. Stretch up, Side stretch, gentle twist, Open chest stretch and forward bend.
  - **After-School Unwind (Restorative):** Legs Up the Wall, Supine Twist, Body Scan.
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## 9. Daily Routines, Journaling and Intentional Teaching

### Anchor your day:

- Begin with 3 conscious breaths
  - Journal prompts: "What energy do I want to bring into my class today?"
  - Close with reflection or gratitude
  - Reflect on what do you want to cultivate in your life? What steps you need to take to cultivate that?
  - What are my compromises for my self care
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## 10. Reflection, Integration, sustainability and action plan

The real magic happens in consistency. Make these practices small, joyful, and repeatable.

### Tips:

- Choose one habit per week
- Use a buddy system with colleagues
- Celebrate progress, not perfection

### Living What I Teach: My Mindful Educator Integration Plan

#### Reflection: Where Am I Now?

Take a moment to check in with yourself.

1. What has shifted in me during this training or reading this guide?

\_\_\_\_\_

2. What practices or insights resonated most with me? Why?

\_\_\_\_\_

3. How does my nervous system feel most days in the classroom?

\_\_\_\_\_

4. What kind of teacher and human do I want to be, starting now?

\_\_\_\_\_

### My Self-Regulation Toolkit

Choose 3 practices I will commit to using regularly (for myself):

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

*I don't have to do everything. Just begin.*

**My Emotional Culture Plan (in the classroom)**

1. One way I will normalize emotions with students:  
\_\_\_\_\_
2. One ritual I will try weekly to support co-regulation:  
\_\_\_\_\_
3. How will I bring breath, movement, or silence into my teaching moments?  
\_\_\_\_\_

**Implementation Intention: Start Small, Stay Consistent**

1. One habit I will start *this week*:  
\_\_\_\_\_
2. One colleague I can share or co-regulate with:  
\_\_\_\_\_
3. A reminder phrase or mantra I will return to when I feel overwhelmed:  
“ \_\_\_\_\_ ”

**Reconnecting with Myself: My Gentle Check-In**

Take a mindful pause. Sit comfortably. Breathe.  
Now, answer these with honesty and compassion, there are no wrong answers.

**Where in my day can I create a 2-minute pause just for me?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Am I living aligned with my energy or pushing through it?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Where in my life or work do I need to set boundaries or say “no” with gentleness, so I can say “yes” to what truly matters?**

\_\_\_\_\_

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## **The Wheel of Life**

### **A Mindful Map of Your Inner & Outer Balance**

The Wheel of Life is a powerful self-awareness tool to help you reflect on the different areas that make up your overall well-being. As educators, it's easy to pour energy outward and forget to check in with what we truly need to feel whole.

Each slice of the wheel represents an important part of your life, physical health, rest, purpose, connection, joy, and more. By rating each area from 0 (not satisfied) to 10 (very fulfilled), you create a visual snapshot of where you feel in or out of balance. There's no judgment, only gentle curiosity.

This is not about achieving perfection. It's about listening, recalibrating, and deciding:

- *Where do I need more nourishment?*
- *What's already thriving that I can celebrate?*

Use this wheel to reconnect with what matters most, so you can teach and live from a place of wholeness.

### **Reflective Questions After Completing the Wheel of Life**

1. **What area of my life feels most full and supported right now?**

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2. **Which area feels most neglected or in need of care? Why might that be?**

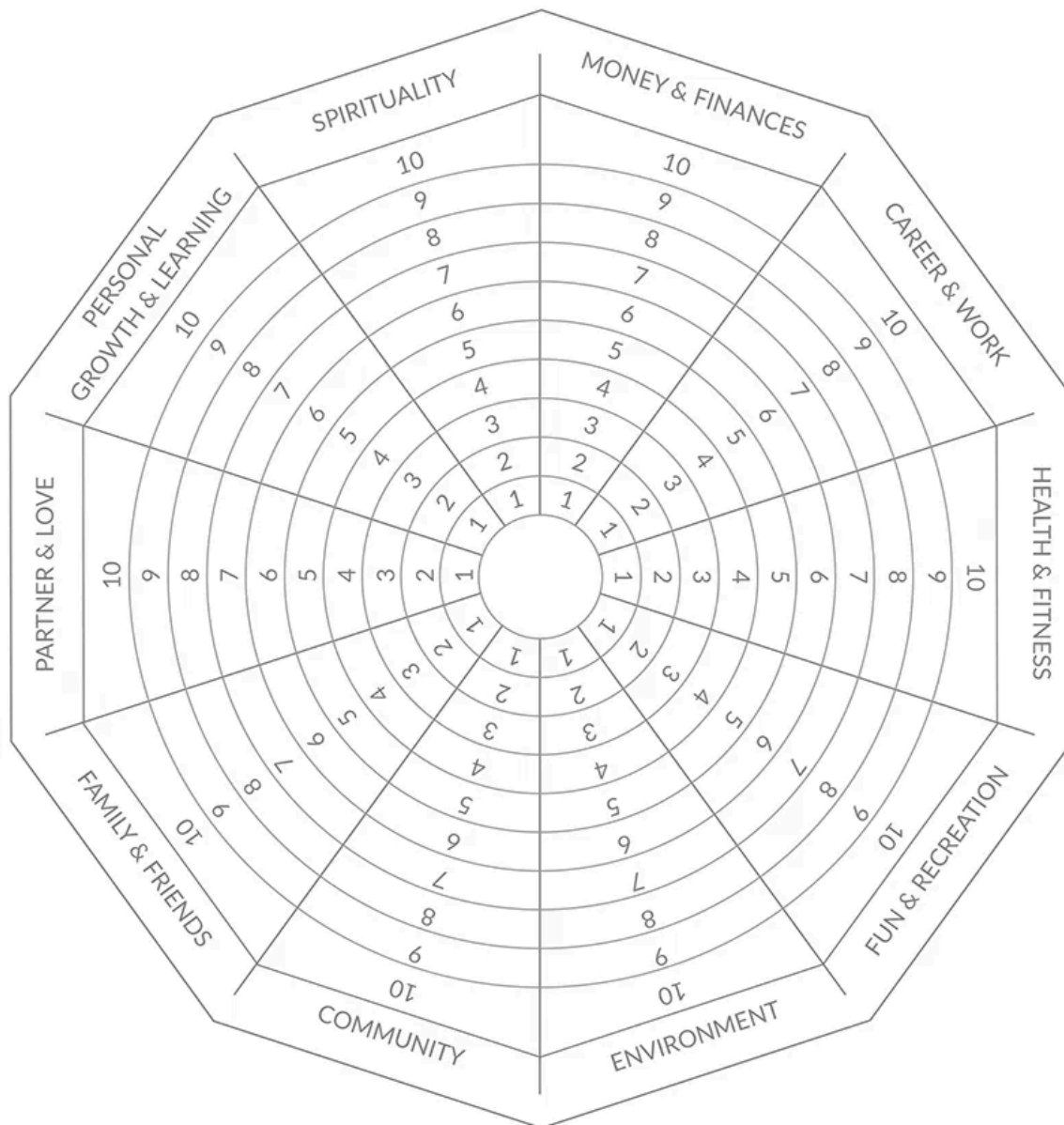
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3. **What's one small action I can take this week to bring more balance into that area?**

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4. How might shifting energy in one part of the wheel positively affect the others?

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5. If my wheel were a garden... what would I water first?

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## **11: Extra Resources**

### **Yoga Postures Library**

PDF Guide to Basic Yoga Poses

### **Recommended Reading**

- "The Mindful Child" by Susan Kaiser Greenland
- "Mindfulness for Teachers" by Patricia A. Jennings
- "Let it go, breathe yourself calm" by Rebecca Dennis

### **Guided Audio Meditations by Daniela Luz**

Available upon request.

### **Apps & Tools**

- Insight Timer (has a bell timer and plenty of free guided meditations)
- Calm
- Social Media of Daniela Luz:

IG @\_danielaluz

Facebook: luzretreats

Linkedin: Daniela Luz

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## **Final Message**

You are not just teaching subjects, you are holding nervous systems, hearts, and futures. Your presence matters. Your breath matters. Your joy matters. Thank you for doing this work from the inside out.

With deep care, Daniela Luz