





## That's why we created this journal specifically for you.

As a member of our union family, we know how much you do every day to support and advocate for our students, your colleagues, and your communities. This passion and hard work, however, cannot be sustained without self-care and self-compassion.

PSEA's collective strength relies on the well-being of each of us. Fighting for public education and improving the lives of our students and our members is essential. To do this work, we need to be healthy people – physically, mentally, socially, and emotionally. As your union, we are committed to supporting you in your journey of well-being.

As with any journey, there are multiple steps and pathways one can take. This journal is intended to be one of those helpful steps in your journey – rooted in research and science and tailored for the unique needs of educators.

The practice of journaling helps us process the moments of our lives, allowing us to be present and more mindful. Science shows us that being mindful and present in the moment helps us more fully experience gratitude and joy in our lives. Let's support each other in creating more joy!

## How to use this journal

Use it any way that works for you! Seriously, there's no "right" way to do it. There are no wrong answers, no deadlines, nor expectations. All we ask is that you be gentle with yourself and open to the healing practice of journaling.

## This journal contains two sections:

- The first includes helpful information and prompts for reflection, specifically designed for PSEA members as part of our ongoing collaboration with CREATE (Creating Resilience for Educators, Administrators and Teachers), to develop and strengthen our own social and emotional competencies.
  - https://createforeducation.org
- The second section contains pages with helpful prompts to support you in developing your journal practice.

The last page includes resources for additional support. For practices to support your work, check www.psea.org/wellbeing.







## Social and Emotional Competencies

According to CASEL, social-emotional learning (SEL) is the process through which we "acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

While SEL shares some similarities with frequently used terms such as emotional intelligence, resilience, wellbeing, and self-care – there are specific components of SEL, especially for adults, that are unique.

Some of you may think of these as skills just for kids simply because so much emphasis has been placed on SEL for students over the years. But the truth is that these are HUMAN skills and essential for each of us – children and adults alike – to learn, develop, and practice every day to help us thrive and live more fully in the moment.



https://casel.org

The pages in this journal section include prompts and intentions for each of the five interrelated competency areas tailored to the unique needs of our educators and support professionals:

- Self-Management
- Self-Awareness
- · Relationship Skills
- Responsible Decision-Making
- Social Awareness

We invite you to explore the following pages to learn more about each of these competencies and the specific skills we can employ to support our overall well-being. And visit <a href="https://www.psea.org/wellbeing">www.psea.org/wellbeing</a> for practices to support your journaling.



# Self-Management

#### What it is:

The ability to manage our own emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

## **Skill Sets/Capacities:**

- Managing your own emotions, especially in times of stress
- Identifying, using, practicing stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency to accomplish goals

### **Questions for Reflection:**

- What is something you feel good about in the area of selfmanagement?
- What is an area where you would like to see growth in selfmanagement?
- What self-management skills have helped you the most?
- As the definition indicates, being able to regulate one's emotions and handling stress is vital to self-management. How do you manage stress for your own self-care?
- Motivating oneself is also a part of self-management. At the same time, it is healthy to avoid over motivating ourselves in times of high stress, so we don't "try to do it all." How do you manage that?

#### Weekly Intention (Example):

Be observant of the times you are using your self-management skills. During this next week, make a note to yourself when you intentionally chose to use your self-management skills.







## Self-Awareness

#### What it is:

The abilities to understand your own emotions, thoughts, and values and how they influence your behavior across contexts.

## **Skill Sets/Capacities:**

- Identifying your own emotions naming them
- Recognizing your own strengths and limitations within a wellgrounded sense of confidence and purpose
- Developing your own interests
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets

## **Questions for Reflection:**

- How do you identify your own emotions?
- How does self-awareness allow you to achieve your purpose?
- How does self-awareness allow you to prioritize self-care?
- How will you allow yourself more time to reflect on your own selfawareness and/or self-care?
- How does your own self-awareness help in your interactions with others (family, colleagues, friends, students)?
- Think of a challenging time when you were self-aware. What did you realize were your strengths, and how did you use these strengths during this challenging time? How did you process limitations during this time?

## Weekly Intention (Example):

Reflect upon an intention around your own self-awareness for the week ahead. Write it down. Then journal about your experience with self-awareness during the week.



# Relationship Skills

#### What it is:

Having abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

## **Skill Sets/Capacities:**

- Communicating clearly and effectively including active listening
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Demonstrating cultural competency and navigating settings with differing social and cultural demands and opportunities
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

#### **Questions for Reflection:**

- Think of a positive relationship in your life. How did it form, and how do you maintain it?
- Why is it important to have healthy relationships in your life?
- How do you create and sustain relationships in your life?
- Consider an experience you had with standing up for someone or offering support when needed. How did it make you feel?
- What does teamwork look like for (to) you?
- Why is teamwork important to you?
- What is your strength as a team member?
- What are strategies you use to listen to yourself?
- Do you have a plan of action to manage internal conflict? If so, what?
- Think of one relationship that you are going to "nourish" this week. What will you do?
- How are you going to develop/strengthen/find your team (family team, school team, friend team)?

### **Weekly Intention (Example):**

Reflect upon an intention around your relationships for the week ahead. Write it down. Then journal about your experience with self-awareness.







## Responsible Decision-Making

#### What it is:

Having abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

## **Skill Sets/Capacities:**

- Considering ethical standards and safety concerns
- Evaluating the benefits and consequences of various actions for personal, social, and collective well-being
- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, and facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

### **Questions for Reflection:**

- Have you made a decision that you later regretted? When you made this decision, how were you feeling?
- How do you know when it's time to say no for your own well-being and preservation?
- How do you release the guilt (if you feel guilty) from saying no to others?
- Have you made a responsible decision based on your own self-care?
   How did you choose to do this, and how did you feel when you made this decision?

## **Weekly Intention (Example):**

Identify and practice a few ways to create work/life balance by being able to say no in order to make a responsible, healthy decision for yourself.





## Social Awareness

#### What it is:

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

## **Skill Sets/Capacities:**

- Feeling compassion for others
- Understanding broader historical and social norms for behavior in different settings, and recognizing family, school, and community resources and supports
- Taking others' perspectives
- · Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

#### **Ouestions for Reflection:**

- How do you express gratitude to yourself and others?
- What does social awareness mean to you?
- Why is social awareness such an important part of daily life?
- How has recognizing strengths in yourself helped you to see other's strengths?
- How do you use your own social awareness to exhibit compassion to yourself and others?
- Current events expose cultural and social differences. How have you
  positively expanded your awareness about others?
- How do you demonstrate an awareness of cultural factors and respect for individual differences?

## **Weekly Intention (Example):**

What practices will you use to express gratitude to yourself and others?







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The following blank pages will give you space to start and end your days by thinking about your intentions for the day, the reasons you are grateful, what brings you joy, frustration, sadness, or relief.

Maybe you can begin by setting aside a few minutes to write your morning intentions and evening roundups, or maybe you will find some quiet space at the end of your work day. Maybe you will write every day, or a few times a week. This is for you, in whatever way fits your life.

If you are wondering where to start, read the reminders for practices that will help to keep you healthy, and write your thoughts about achieving them.

For practices to support your journaling, visit www.psea.org/wellbeing.













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A consistent morning and evening routine helps with healthy sleep.









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### RESOURCES FOR ADDITIONAL SUPPORT

### **National Suicide Prevention Lifeline**

**Call 988** 

### **National Help Resource**

**Call 211** 

### **Mental Health America**

1-800-969-6642 www.mhanational.org

### **Center for Community Resources**

1-855-284-2494

### PA Department of Human Services toll-free, round-the-clock support line

1-800-692-7462

### **Disaster Distress Helpline**

1-800-985-5990

### **National Domestic Violence Hotline**

1-800-799-7233 (TTY: 1-800-787-3224)

#### **National Crisis Text Line**

Text HOME to 741741 to connect with a crisis counselor via text for free 24/7 https://www.crisistextline.org

### **Substance Abuse and Mental Health Services Administration (SAMHSA)**

1-800-662-4357

### **Veterans Crisis Line**

Call 988 and press 1 or text 838255 https://www.veteranscrisisline.net









www.psea.org/wellbeing